

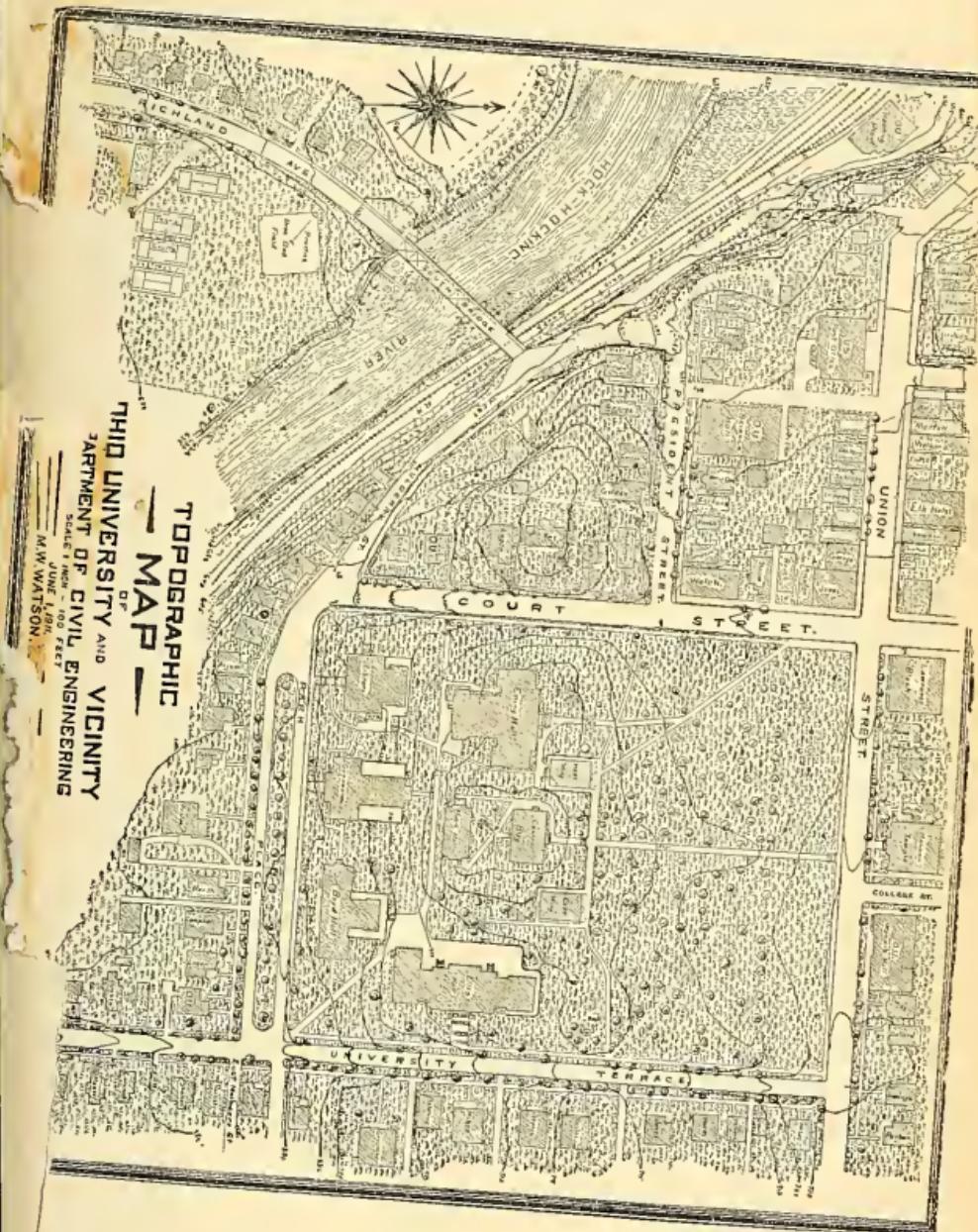
TOPOGRAPHIC  
MAP

THIRD UNIVERSITY AND VICINITY

DRAFTED FOR THE  
DEPARTMENT OF CIVIL ENGINEERING

SCALE ONE INCH = 100 FEET

JUNE 1891  
M. W. WATSON





CATALOGUE

OF

OHIO UNIVERSITY  
ATHENS, OHIO

1911-1912

AND

CIRCULAR OF INFORMATION

FOR

1912-1913

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PUBLISHED BY THE UNIVERSITY

1912

*"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."*

Article 3, Ordinance of 1787.

*"Under this statute (Ordinance of 1787) the Ohio Company, organized in Boston the year before as the final outcome of Rufus Putnam's proposed colony of officers, bought from the government five or six millions of acres, and entered on the first great movement of emigration west of the Ohio. The report creating the colony provided for public schools, for religious instructions, and for a university."*

THOMAS W. HIGGINSON.

*"We are accustomed to praise the lawgivers of antiquity; we help to perpetuate the fame of Solon and Lycurgus; but I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787. \* \* \* It was a movement of great wisdom and foresight, and one which has been attended with highly beneficial results and permanent consequences. \* \* \* It set forth and declared it to be a high and binding duty of government itself to support schools and advance the means of education."*

DANIEL WEBSTER.

*"That there shall be an University instituted and established in the town of Alhens \* \* \* for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions."*

Section 1, Territorial Act, January 9, 1802.

*"Whereas, institutions for the liberal education of youth are essential to the progress of arts and sciences, important to morality, virtue, and religion, friendly to the peace, order, and prosperity of society, and honorable to the government that encourages and patronizes them, etc."*

Preamble, Act of Ohio Legislature Establishing the Ohio University, at Athens, February 18, 1804.

OHIO UNIVERSITY  
AND  
THE STATE NORMAL COLLEGE

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FACULTY

ALSTON ELLIS, Ph. D., LL. D.,  
*President.*

EDWIN WATTS CHUBB, LITT. D.,  
*Dean of the College of Liberal Arts, and Professor of Rhetoric  
and English Literature.*

HENRY G. WILLIAMS, A.M., PED. D.,  
*Dean of the State Normal College, and Professor of School  
Administration.*

ELI DUNKLE, A.M.,  
*Registrar of the University, and Professor of Greek.*

DAVID J. EVANS, A. M.,  
*Professor of Latin.*

FREDRICK TREUDLEY, A.M.,  
*Professor of Philosophy and Sociology.*

WILLIAM HOOVER, Ph. D., LL. D.,  
*Professor of Mathematics and Astronomy.*

ALBERT A. ATKINSON, M. S.,  
*Professor of Physics and Electrical Engineering.*

HENRY W. ELSON, Ph. D., Litt. D.,  
*Professor of History and Political Economy.*

## OHIO UNIVERSITY

OSCAR CHRISMAN, A. M., Ph. D.,

*Professor of Paidology and Psychology.*

WILLIAM FAIRFIELD MERCER, Ph. D.,

*Professor of Biology and Geology.*

WILLIAM B. BENTLEY, Ph. D.,

*Professor of Chemistry.*

LEWIS JAMES ADDICOTT, B. S., C. E.,

*Professor of Civil Engineering.*

P. A. CLAASSEN, A. B., Ph. D.,

*Professor of Modern Languages.*

WILLIS L. GARD, A. B., Ph. D.,

*Professor of the History and Principles of Education.*

FLETCHER S. COULTRAP, A. M.,

*Principal of the State Preparatory School.*

HIRAM ROY WILSON, A. M., Litt. D.,

*Professor of English.*

EDSON M. MILLS, A. M., Ph. M.,

*Professor of Mathematics.*

CHARLES M. COPELAND, B. Ped.,

*Principal of the School of Commerce.*

JAMES PRYOR MCVEY, Ph. B..

*Director of the College of Music.*

THOMAS N. HOOVER, M. Ped., A. M.,

*Professor of History.*

WILLIAM F. COPELAND, Ph. M., Ph. D.,

*Professor of Agricultural Instruction.*

WILLIAM A. MATHENY, Ph. M., Ph. D.,

*Professor of Civic Biology and Botany.*

CLEMENT L. MARTZOLFF, M. Ped.,  
*Alumni Secretary and Field Agent.*

HARRY RAYMOND PIERCE.  
*Professor of Public Speaking.*

EMMA S. WAITE,  
*Principal of the Training School.*

JOHN J. RICHESON, B. Ped.,  
*Professor of Physiography and Supervisor of Rural Training Schools.*

ARTHUR W. HINAMAN,  
*Director of Athletics.*

LILLIAN GONZALES ROBINSON, A. M., Dr. es LETTRES,  
*Professor of French and Spanish.*

CONSTANCE T. MCLEOD, A. B.,  
*Principal of the Kindergarten School,*

ANNA H. SCHURTZ,  
*Principal of the School of Domestic Science.*

MARY ELLEN MOORE, A. M.  
*Assistant Professor of Latin.*

EMIL DOERNENBURG, Ph. B., A. M.,  
*Assistant Professor of German.*

FREDERICK C. LANDSITTEL, B. Ped.,  
*Instructor in the History and Principles of Education.*

EVAN JOHNSON JONES, PH. B.,  
*Instructor in History.*

CHARLES OWEN WILLIAMSON, B. S.,  
*Instructor in Manual Training.*

MARIE A. MONFORT, B. O.,  
*Instructor in Oratory.*

## OHIO UNIVERSITY

BERTHA T. DOWD,  
*Dean of Women's Hall.*

WILLANNA M. RIGGS,  
*Dean of Boyd Hall.*

KATE DOVER,  
*Instructor in Kindergarten.*

MARGARET EDITH JONES, Mus. B.,  
*Instructor on the Piano and in Harmony.*

NELLIE H. VAN VORHES,  
*Instructor on the Piano and Virgil Clavier.*

PAULINE A. STEWART,  
*Instructor in Voice Culture.*

ANN ELLEN HUGHES, Mus. B.,  
*Instructor in Voice Culture.*

BESSE IRENE DRIGGS,  
*Instructor on the Piano.*

JOHN N. HIZEY,  
*Instructor on the Violin.*

MARIE LOUISE STAHL,  
*Instructor in Drawing and Painting.*

MARY J. BRISON, B. S.,  
*Instructor in Drawing and Handwork.*

MARY ENGLE KALER, Ph. B., B. Ped.,  
*Instructor in English.*

EDNA H. CRUMP,  
*Instructor in Domestic Science.*

MABEL K. BROWN, Ph. B.,  
*Instructor in Stenography.*

MINNIE F. DEAN,  
*Instructor in Typewriting.*

EUGENIA MAY LISTON,  
*Instructor in Public-School Music.*

CHARLES G. MATTHEWS, Ph. M.,  
*Librarian.*

CARRIE ALTA MATTHEWS, A. M.  
*Assistant Librarian.*

CALLA ERNESTINE COOLEY, Ph. B.,  
*Assistant Librarian.*

EUGENE F. THOMPSON,  
*Secretary, President's Office.*

JAY A. MYERS,  
*Instructor in Biology.*

WALKER E. McCORKLE, Ph. B.,  
*Instructor in Biology.*

GEORGE E. McLAUGHLIN,  
*Instructor in Electricity and Workshop.*

GEORGE C. PARKS, Ph. B.,  
*Instructor in Commercial Branches.*

WILLIAM R. CABLE,  
*Assistant in Registrar's Office.*

HOWARD A. PIDGEON, B. S.,  
*Instructor in Physics.*

JOSHUA R. MORTON, B. S.,  
*Assistant Professor of Chemistry.*

HOMER GUY BISHOP, B. S.,  
*Instructor in Paidology and Psychotology.*

## OHIO UNIVERSITY

KEY ELIZABETH WENRICK,  
*Instructor in Public-School Drawing.*

ELIZABETH MUSGRAVE,  
*Critic Teacher, First-Year Grade.*

AMY M. WEIHR, Ph. M., B. Ped.,  
*Critic Teacher, Second-Year Grade.*

ELSIE S. GREATHEAD,  
*Critic Teacher, Third-Year Grade.*

WINIFRED L. WILLIAMS,  
*Critic Teacher, Fourth-Year Grade.*

MARGARET A. DAVIS,  
*Critic Teacher, Fifth-Year Grade.*

CORA E. BAILEY, B. Ped.,  
*Critic Teacher, Sixth-Year Grade.*

MARGARET L. TILLEY,  
*Critic Teacher, Seventh-Year and Eighth-Year Grades.*

HAIDEE CORAL GROSS,  
*Teacher, Rural Training School.*

EDITH A. BUCHANAN,  
*Teacher, Rural Training School*

RALPH C. KENNEY,  
*Curator of the Gymnasium.*

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## FACULTY COMMITTEES, 1912-1913

REGISTRATION, CLASSIFICATION, AND DEGREES.  
*Dunkle, Williams, C. M. Copeland, Treudley, and Atkinson.*

### RULES AND REGULATIONS.

*Atkinson, Evans, Bentley, Coultrap, and Mills.*

### COURSES OF STUDY.

*Evans, Williams, Mercer, Gard, and C. M. Copeland.*

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The President of the University has membership in each committee.

## SUMMER SCHOOL.

*Williams, W. F. Copeland, Mills, Coultrap, and Dunkle.*

## LIBRARY.

*Chubb, Treudley, Elson, Chrisman, and Bentley.*

## STUDENT WELFARE.

*Treudley, Stahl, Atkinson, Elson, and T. N. Hoover.*

## STUDENT ORGANIZATIONS.

*William Hoover, Addicott, Evans, Chrisman, and Dunkle.*

## ATHLETICS—GYMNASIUM.

*Wilson, Matheny, T. N. Hoover, Parks, and Richeson.*

## SPECIAL CASES OF DISCIPLINE.

*Bentley, Atkinson, Addicott, Treudley, and Claassen.*

## TRAINING SCHOOL.

*Waite, Williams, McLeod, Gard, and Brison.*

## WOMEN'S DORMITORIES.

*Chubb, Brown, Dean, Robinson, and Schurtz.*

## RECOMMENDATIONS FOR EMPLOYMENT.

*Williams, Chubb, Waile, Coultrap, and Mills.*

## ATHLETIC, LECTURE, AND ENTERTAINMENT FUND.

*C. M. Copeland, Atkinson, Chubb, Pierce, and Addicott.*

## GENERAL INFORMATION

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### OHIO UNIVERSITY

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#### ORIGIN OF THE UNIVERSITY

The existence of the Ohio University was provided for as early as 1787, in the purchase of lands made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed February 18, 1804. Its Trustees are appointed by State authority, and the Governor of the State is, *ex-officio*, a member of the Board. Recent legislation confirms the position of the University as one of the educational wards of the State of Ohio. State support gives the institution an annual revenue of about \$100,000. Other sources of income swell the amount above named to over \$252,000. Special appropriations for buildings and equipment during the last ten years ending with February, 1912, have amounted to \$574,698.

#### LOCATION

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Southwestern railroad and its branches; from the southern, central, and northern portions of the State by the Hocking Valley and the Toledo and Ohio Central railways. By these routes it is about one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the

city are unsurpassed. Its principal streets are paved; it is provided with waterworks and sewerage; its Board of Health is vigorous and efficient. There are few cities in the country that are more desirable as a place of temporary or permanent residence than Athens. There are no saloons.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond present a series of striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

## BUILDINGS

The University buildings are twelve in number. Nine of them are grouped on the campus.

The "**Central Building**" was erected in 1817, and is the oldest college edifice northwest of the Ohio river. This venerable structure is dear to many by strong and tender associations, and to many more by means of eminent men who have here studied and taught. It has been modernized and is admirably adapted to its uses for college work.

"**Ewing Hall**," named in honor of Hon. Thomas Ewing, of the Class of 1815, is a handsome building in which may be found the assembly room, art rooms, various class-rooms, and the administration offices.

"**Ellis Hall**," the new building occupied by the departments of the State Normal College, now nine years in use, is the first building in Ohio, erected at State expense, given up wholly to the training of teachers for service in the public schools. It is one of the largest, best, and most costly buildings on the grounds. Five hundred people can find comfortable seats in the assembly room of this building.

The "**Carnegie Library**," fully equipped and in running order, is situated in the southwest corner of the campus. It presents a fine appearance and suggests the highly practical service it is rendering the educational work of the University.

The buildings known as the "**East Wing**" and the "**West**

**Wing**" are nearly as old as the Central Building. They afford class-room and laboratory facilities for certain departments of instruction as well as comfortable quarters for a number of male students.

"**The Old Chapel,**" so called, stands apart from the other buildings. Some of the work of the College of Music is carried on in this building. Here the Athenian, Philomathean, and Adelphian literary societies have commodious and well-furnished rooms. On the first floor is an assembly room often used when narrower quarters than those found in the assembly room of Ewing Hall are desired.

"**Women's Hall**" is located nearly opposite the north entrance to the campus. It is a fine, commodious brick structure, heated by steam, where convenient and pleasant rooms are occupied by a Dean, a Matron, and ninety women students. The dining-room and kitchen are clean and well furnished.

"**Boyd Hall,**" the new dormitory for young women, is located near Ellis Hall and the Carnegie Library. It has a frontage of 150 feet on Park Place and a depth of 100 feet.

The building is heated by steam and lighted by electricity. Each bedroom is well lighted and has ample closet space. In all, accommodations are provided for eighty-eight students and, in addition to these, rooms are provided for the maids and servants.

In addition to the wide stairway in the central portion there is also a stairway in each end of the building, thus providing every possible means of escape in case of fire.

"**The New Gymnasium**" is a handsome, commodious structure containing a swimming pool, lockers, offices, and all the appliances found in a complete gymnasium.

"**The Central Heating Plant,**" constructed at a cost of \$50,000, is in good running order. Recently this building has been doubled in size. Ultimately the University Electric Light Plant, now occupying basement quarters in Ewing Hall and the Old Chapel, will be installed here. It is intended that every building on the University campus shall get its heat from this Central Plant.

**"Science Hall."** This building will be occupied for the first time in 1912. It is a commodious, handsome structure consisting of a well-lighted basement and three carefully arranged stories above ground. With its equipment it has cost about \$120,000. In it are the departments of Physics, Chemistry, and Biology.

**Fire Protection.** Foresight to safeguard life and property is shown in the ready means of extinguishing fires to be found in every building on the grounds. Standpipes, with hose attachments, are on every floor of each large building. Four strong extension ladders are placed where they can be reached easily in case of need. Sixty approved fire extinguishers have been located in places where their use would likely prove most serviceable.

## DEPARTMENTS AND COLLEGES OF THE OHIO UNIVERSITY

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Students are permitted to select work from the wide range of studies in the different departments and colleges of the University. In each of the four-year courses much of the work is required, but with the options and electives allowed there is opportunity for the student to specialize. Thoroughgoing specialization by an undergraduate is apt to result in an intensive knowledge of one thing with an extensive ignorance of everything else; consequently at Ohio University, in the College of Liberal Arts, about two-thirds of the work is required; in the State Normal College the proportion of required work is larger. However, as options are permitted in many cases, the student has great freedom in selecting those studies which will best prepare him for his future occupation.

The following statements show in concise form the range of educational work now offered:

### I. College of Liberal Arts:

1. Course leading to the degree of Bachelor of Arts (A. B.).
2. Course leading to the degree of Bachelor of Science (B. S.).

Each of these is a four-year course based upon graduation from an accredited high school of the first grade, or equivalent scholarship, and requires 120 semester hours for completion.

### II. The State Normal College:

1. A Course for Teachers of Rural Schools—*two years.*
2. Course in Elementary Education—*two years.*
3. Course in Kindergarten—*two years.*
4. Course in School Agriculture—*two years.*
5. Course in Manual Training—*two years.*

6. Course in Domestic Science—*two years.*
7. Course in Secondary Education—*four years.*
8. Course in Supervision—*four years.*
9. Professional Course for Graduates from reputable Colleges of Liberal Arts—*one year.*

Diplomas are also given for the completion of Courses in Public-School Music and Public-School Drawing.

Admission to any of these courses, save No. 1, is based upon graduation from an accredited high school of the first grade.

### **III. The School of Commerce:**

1. A Collegiate Course—*two years.*
2. Special Courses in Accounting, Typewriting, and Stenography.
3. Teachers' Course in Stenography—*two years.*

Graduates of high schools having a four-year course will be admitted to the Collegiate Course without conditions.

### **IV. College of Music:**

1. Course in Piano and Organ.
2. Course in Vocal Culture.
3. Course in Violin.
4. Course in Harmony and Composition.

### **V. School of Oratory:**

1. Two-Year Course for Graduates of High Schools.
2. Five-Year Course in Connection with Four-Year College Course.

### **VI. The Department of Physics and Electrical Engineering:**

As a part of the scheduled work of this department there is a Short Course—two years—in Electrical Engineering. The course referred to leads to a diploma. It may all be taken as an elective course in connection with the Scientific Course as outlined in the catalogue, thus not only giving the graduate the degree of Bachelor of Science, but also establishing a special foundation for his life work as well.

### **VII. Department of Physics and Civil Engineering:**

The work of this department is of wide range and special excellence. It includes a Short Course in Civil Engineering—two years.

The following subjects are given in the course: Mechanical Drawing, Descriptive Geometry, Shades and Shadows, Perspective, Stereotomy, Leveling, Plane Surveying, Elementary Mechanics, Topographic Surveying, Railroad and Highway Engineering, and Engineering Construction.

The work in English, mathematics, sciences, and languages is done in the regular University classes.

This Short Course is designed to prepare students for practical wage-earning work and for advanced standing in some technical school of high grade.

**NOTE ON ENGINEERING:**—The completion of either of the courses before set forth will prepare students for practical work at good wages and will fit them for advanced standing in the best technical schools of the country. Requirements for admission to either course are the same as those named for admission to the Freshman class of the College of Liberal Arts or the Freshman class of one of the four-year courses of the State Normal College. Students finishing either course in engineering may elect enough work in the regular Scientific Course to complete the required 120 hours for graduation and thereby secure the degree of Bachelor of Science. See descriptive matter under proper headings.

### VIII. The State Preparatory School:

The Preparatory School, maintained in connection with the State Normal College, is felt to be a necessity under present educational conditions. Persons who can secure full high school training at home are urged to get it before attempting to gain admission to the Preparatory School, which is conducted to help those who cannot secure adequate preparation at home. The needs of the teachers and prospective teachers, looking forward to the advanced work of the State Normal College, have been fully provided for in the courses offered.

Primarily, the Courses of Study are planned with two ends in view: (1) To give the student the best possible instruction for the time he may be able to remain in college and (2) to enable him to make special preparation for regular work in one of the diploma or degree courses of the University.

## IX. The University Summer School:

The work of the Summer School for 1912—June 17-July 26—is shown, in detail, in a special Bulletin issued January, 1912.

It is confidently asserted that this work, while of wide range and carried on somewhat hurriedly, is of high academic and professional value to teachers and those preparing to teach. In the selection of subjects of instruction and the preparation of the recitation scheme, regard has been had for the known wants of students wishing either review or advanced work. From the scheduled recitations, any one can surely select *some* study or studies that will largely if not fully meet the purpose that prompts him to seek summer-school advantages.

## DEGREES

The Bachelor's degree (A. B., B. S., or B. S. in Education) is conferred upon students who have completed any one of the three courses laid down in another part of this catalogue.

Ohio University does not confer the degree of Doctor of Philosophy (Ph. D.). Only graduates of the University are eligible to the honorary degree of Doctor of Divinity (D. D.).

The honorary degree of Doctor of Laws (LL. D.) is conferred upon those selected by joint action of the Faculty and the Board of Trustees. Other honorary degrees may be conferred when deemed proper by the authorities above named.

## NUMBER OF HOURS AND SPECIAL WORK

Each student in a regular course is expected to take from fourteen to sixteen hours a week. By taking fifteen hours a week he can graduate in four years. Only by special permission will a student be permitted to take more than sixteen hours, and then only upon evidence that his work of the preceding semester has been of a very high grade.

No work *in absentia* will be allowed at Ohio University.

In addition to the work of the regular semesters, not more than ten hours work, of which six shall be done in the Summer School, may be taken by any student in the course of the year. The remaining four hours must be included between the close of the Summer School and the opening of the Fall semester. To obtain credit for this work, the student must register in advance in the office of the University Registrar.

### METHODS OF INSTRUCTION

Instruction is given both by recitation and lecture. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowledge, and to develop the power of thought and communication.

Some subjects better than others can be treated in lectures. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seem to be called for, the student is generally prepared to profit by the lectures of the teacher and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany, Geology, and Elementary Science make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

### LIBRARY AND READING ROOM

In the study of Literature and History the most important aid, in addition to a good teacher, is a large stock of well-selected books. In this respect the Ohio University is liberally supplied. The University and Society libraries contain about 38,500 volumes, a large part of which are of recent purchase. Recently five thousand dollars have been appropriated each year for the

purchase of books, magazines, and pamphlets. This liberal allowance has secured an abundance of the best recent literature in the various fields of scholastic activity. The reading-room furnishes access to the latest contributions on all topics under current discussion. Some of the largest works are useful not only for reference, but also for purposes of original investigation.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy, whether in German, French, or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books, and all the periodicals, is accessible at all times. The reading of well-chosen books not only tells the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

### APPARATUS

The departments of Mathematics, Psychology, Physics, Chemistry, Biology, Elementary Science, Physiography, Manual Training, Domestic Science, Agriculture, Electrical Engineering, and Civil Engineering are well-equipped with valuable apparatus, which is put at the personal disposal of the student. The subjects are illustrated upon the lecture-table, but it is insisted upon only when he has acquired skill in carrying on laboratory experiments by himself under the supervision of the professor.

The facilities for the work in science have been greatly increased by the removal of the Departments of Physics, Electrical Engineering, Chemistry, and Biology into the new Science Hall, the commodious structure completed in 1912 at a total cost of about \$120,000.

The large Biological Laboratory has been filled with appliances suitable for pursuing extensive courses of study in the various departments of Biology, the selections being made with a view to furnishing each student with such apparatus, reagents, etc., as are necessary for independent work. To this end more than seventy microscopes have been provided and many dupli-

cates of other appliances are at hand. Excellent histological apparatus is in use for freezing and sectioning, and the laboratory is also well equipped for embryological and bacteriological work.

The Department of Physics and Electrical Engineering is well equipped for the work it undertakes to do. Additions are made each year both to the apparatus for class demonstration and to the equipment for individual laboratory work in the various courses. The laboratory for Elementary Physics is provided with apparatus for thorough work in mechanics, heat, light, sound, and electricity and magnetism. The laboratory for Advanced Physics is provided with all facilities for the more advanced phases of laboratory work, besides having arrangements for the investigation of special subjects, as required in advanced elective work, and for thesis work.

The Electrical Laboratory is in Ewing Hall and contains much apparatus for absolute measurements in electricity and magnetism. The Dynamo Laboratory, in the basement of Music Hall, contains various types of dynamos, transformers; gas engines and steam engines; also the necessary forms of voltmeters, ammeters, wattmeters, tachometers, rheostats, indicators, and other appliances for the various electrical and steam tests. The shops are well provided with machinery and tools for both wood and metal working.

The Chemical Laboratory occupies the entire second floor of the new Science Hall. Here are modern lecture rooms, offices, dark rooms, lockers, and special laboratories both for elementary and advanced work in chemistry.

In the Department of Paidiology and Psychology a laboratory has been established. Rooms set apart for this department have been equipped with furniture and apparatus such as are needed for experimental work in these sciences. This equipment has been carefully made with the end in view of having a laboratory well arranged for carrying on both elementary and advanced work.

The Department of Mathematics and Civil Engineering is well equipped with the best modern appliances for carrying on the wide range of work offered. Fine sets of surveying instruments of the most approved kind are used by the students

in field work under the direction of the Professor of Civil Engineering.

The Department of Elementary Science—Normal College—occupies most desirable quarters on the third floor of Ellis Hall. The Department has a large equipment of well-selected apparatus and illustrative material costing several thousand dollars.

The equipment of the Department of Manual Training is to be found in two large rooms well located in Ewing hall. One of these rooms contains the machinery used in instruction in iron work. The wood-working appliances are found in the room recently used as a gymnasium. In the iron-working shop are six motor-driven engine-lathes, a power-driven 20-inch drill-press, a 12-inch shaper, also motor-driven, and a power saw, besides smaller lathes, grinders, tools, and other appliances. In the wood-working room are found ten high speed wood-turning lathes, a 24-inch band saw, a 12-inch circular saw, a 12-inch jointer—all power-driven; also twenty individual work benches and the necessary individual sets of tools.

The Department of Physiography is equipped with reflectroscope, tellurin, globes, relief maps, wall maps, blackboard outline maps, individual globes and abundant library references.

The Art Departments — University and Normal — occupy large, well-lighted suite of room with equipments of an up-to-date character. Facilities for carrying on the special work of these departments are of the very best.

The Department of Domestic Science occupies all of a building—formerly a private residence—on College street just north of Women's Hall. It has full equipment, modern and of the best.

### THE MUSEUM

The Museum is located in the basement of the Carnegie Library. It already has a well catalogued and labeled collection of mineralogical, and archaeological and historical specimens. Many of these are rare and valuable. Among the special features to be seen are the Case Collection of geological specimens

the Lowry Fillipino Collection, the Wickham Civil War Collection and the Wilmont Elton Brown Fillipino Collection. Accessions are being made all the time and new quarters are necessary to accommodate the growing Museum.

### MAPS, CHARTS, ETC.

Excellent sets of maps, chiefly those of Kiepert and others, published by Rand, McNally & Co., intended to illustrate the physical features and political changes of the historical countries of Europe and the East, have lately been added to the equipment of the institution. These, in addition to those before on hand, afford an important and well-nigh indispensable aid to the study of history and geography. The outfit in this regard is believed to be unusually complete.

Wall and portfolio pictures, and hundreds of lantern slides, form an important part of the equipment of many of the departments of the University.

### DISCIPLINE—OPPORTUNITY

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted, and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's deportment. A low standing in either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college studies, he will be requested to withdraw. But in the latter case, his parents will first be notified, and if he is not withdrawn within a reasonable time, he will be dismissed.

All worthy young men and women can secure a college education if they very much desire it. If preparation for admission to a college class can not be made at home, it can be secured in the Preparatory School connected with the Normal College. Students with limited supply of money can work and study, taking longer time for the completion of a course, and in the end, and with honor, attain graduate rank.

### SCHOLASTIC REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS

Ohio University recognizes and gives full credit to the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the first grade can enter the Freshman class of the College of Liberal Arts or the State Normal College, or enter upon the short courses in the School of Commerce, in Electrical Engineering, and in Civil Engineering *without examination*, provided they have completed at least fifteen units of secondary work as the terms are generally understood and applied in educational circles; also, graduates from high schools named in the accredited lists of colleges and universities of recognized high standing will be received, by certificate, on equal terms.

When any part of the fifteen units of secondary credit is made up of what may be regarded as legitimate college work the same will be accepted without examination, but no hours of *college credit* will be given therefor.

When the fifteen units of secondary credit do not include all the studies required as preparatory work by Ohio University, such studies may be regarded as electives, and included in the 120 hours of college work required for graduates.

The foregoing statements are made to show students that, in order to complete any one of the four-year degree courses, they must have fifteen units of preparatory credit, and 120 hours of collegiate work.

**A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.**

"This statement is designed to afford a standard of meas-

urement for the work done in secondary schools. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week but, under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit."

To enter the Freshman class of Ohio University fifteen units are required.

Graduates from a first-grade high school, *English Course*, can enter the Freshman year of the course leading to the degree of Bachelor of Science, with the understanding that they must take four years' work in Latin with college credit therefor.

In requirements for admission to the Normal College, and to the Scientific Course in the College of Liberal Arts, modern languages may be substituted for Latin.

Graduates from a "Commercial Course" of a first-grade high school will be given full credit for the special work there done, should they enter upon any course connected with the School of Commerce; but if such graduates seek admission to the Freshman class of the College of Liberal Arts, or the State Normal College, they will be given such credit as may be deemed just and proper by the Faculty Committee on Registration, after a careful examination of each separate case.

The intent of the forgoing is to make it clear that Ohio University will recognize all work of a high school of the first grade *at its full value*. After the student is given admission, with college rank, to any scheduled course, he will be required to "make good," *in full measure*, all required and elective work necessary to complete 120 hours of credit.

In all cases where students seek to enter any of the colleges or departments of the University without examination, they must present to the Registrar the legal certificate, or a certified copy thereof, which accompanies the diploma of each high school graduate; or a "Certificate of Application for Admission,"

prepared by the University, will be sent to prospective students, thus enabling them to comply with the conditions hereinbefore stated.

Holders of High School Certificates, issued by the Ohio State Board of School Examiners, will be admitted to the Freshman class of any college or department of the University *without conditions*. If they enter upon any four-year or degree course in the State Normal College, they will be given, in addition, such professional credit as conditions may suggest as just and proper. Also, any holder of the State Certificate, before referred to, may receive college credit for branches of college grade named therein when the same are accepted by the Faculty Committee on Registration of Students.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the professors in charge are reasonably certain that they can maintain their standing.

Women are admitted to all departments of the University on the same terms, and under the same conditions as those prescribed for men.

## SYNOPSIS OF REQUIREMENTS

### Subject to Exceptions Hereinbefore Set Forth

Group A—Required of all courses:

English, three units.

Mathematics, two and one-third units.

Physics, one unit.

United States History and Civics, one unit.

General History, one unit.

Botany, two-thirds of a unit.

Physical Geography, one-third unit.

Physiology, one-third unit.

Drawing, one-third unit.

Group B—Required in addition to Group A for the Classical Course:

Latin, four units.

Greek, German, or French, one unit.

Group C—Required in addition to Group A for the Scientific Course:

Latin, four units.

German or French, one unit.

Or, French and German may be substituted for all or a part of Latin.

**For full details concerning the subjects required for admission consult the courses of study of the State Preparatory School found elsewhere in this catalogue.**

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### HELPS TO REGISTRATION

Prospective students, who do not wish to take entrance examinations, should secure blank certificates of application for admission from the President or the Registrar of the University, then have their High School credits entered therein by the Superintendent of their local school and attested by his signature. These papers should then be forwarded to the University not later than September 1st, in order that the applicants' standing may be determined before the opening of the college year. Students coming from other colleges are required to present properly signed statements of work and certificates of honorable dismissal from the institution last attended.

In order to expedite registration, several members of the Faculty act as advisers for the various colleges and departments of the University. The following selection has been made for the year 1912-1913:

College of Liberal Arts, Dean Chubb.

Normal College, Dean Williams.

Electrical Engineering, Professor Atkinson.

Civil Engineering, Professor Addicott.

School of Commerce, Professor C. M. Copeland.

College of Music, Professor McVey.

**State Preparatory School, Professor Coultrap.**

Before reporting to the Registrar, *all students* should consult their course advisers, who will assist them to make out their work. They should next go to the Registrar's office, present their selection of studies, secure a registration card, and *pay their fees in full*.

Preparatory students will not be allowed to enroll for collegiate subjects unless their required preparatory work is not sufficient to complete their registration. Collegiate credit in any subject will not be granted to a student who is under fifteen years of age.

When a student has registered, no change may be made in his work, except in case of error, without the consent of his adviser and the Registrar. After three weeks, the consent of the Faculty is necessary.

Students who fail to register on the first two days of the semester will be charged a registration fee of eleven dollars. *All fees are due and payable in advance.*

**FEES**

There is no charge for tuition in any of the regular preparatory or collegiate classes, but all students pay a registration fee of nine dollars a semester. For the Summer School of six weeks the registration fee is three dollars. From each semester fee of nine dollars one dollar and a half is turned over to the control of the Faculty Committee on "Athletic, Lecture, and Entertainment Fund." It is the purpose of this committee to administer the fund so that the students may have the opportunity to hear distinguished lecturers, scholars, musicians, etc.

Laboratory Fees—In the laboratory courses in physics and electrical engineering, elementary science, agriculture, paedology and psychology, and Course I in chemistry, there is a fee of \$1.50 a semester for each. In the other—the advanced and elective—courses in chemistry, the semester fee is \$3.00.

All laboratory fees are payable at the beginning of each semester in which the laboratory work is required. To these fees is added a small charge for breakage—to careful students usually not more than a few cents. Regular and special fees, save breakage fees, are collected by the Registrar when the

student registers. Breakage fees are collected by heads of departments. Any balance of such fees, after they have met the purpose for which collected, shall be returned to students upon their completion of the course, or when they withdraw from class with honorable dismissal.

**Field Work in Civil Engineering**—Students taking field work in Civil Engineering pay a semester fee of \$1.50.

**Normal College Art Department**—Instruction in school drawing is free. Students in elementary manual training, on account of material used by them, pay a fee of \$2.50 a semester. *This covers everything.*

**Gymnasium**—A deposit fee of \$1.00, collected by the Curator of the Gymnasium, is put up by each student at the beginning of each college year, or whenever he enters college. This fee is to insure the proper use of the locker, the return of the locker key, and the right handling of the gymnasium equipment.

**School of Commerce**—The fee in stenography and typewriting is \$7.50 a semester. The fee for typewriting alone is \$3.00 a semester. The registration fee of \$9.00 gives the student free instruction in other subjects scheduled.

**College of Music**—Fees, per semester, including the registration fee of \$9.00, are as follows:

Piano Lessons (two per week)	elementary grades....	19 50
Piano " "	advanced grades.....	24 00
Voice " "	.....	24 00
Violin " "	.....	24 00
Organ " "	.....	24 00
Rent of piano, one hour per day for each semester.....	3 00	
Rent of organ, one hour per day for each semester.....	9 00	

Students of the College of Music who have paid the regular registration fee of \$9.00 are entitled to pursue other regular college work without paying additional fees.

**Diplomas and Certificates**—For each diploma granted, in course, a fee of \$5.00 is charged; for each certificate, a fee of \$1.50. The diploma given in connection with the conferring of any honorary degree is presented free of charge.

Drawing and Painting—All instruction in drawing is free, but students taking individual instruction in painting pay a semester fee of \$15.00.

### EXPENSES

Board and lodging can be obtained within a reasonable distance of the University at \$3.50 per week. By forming clubs, students may board at from \$2.50 to \$3.00 per week. Those students whose circumstances require it are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because likely to be prejudicial to health and good scholarship.

All young women who are not residents of Athens are required to reside in Boyd Hall or Women's Hall, unless the rooms are all occupied. Only in special cases will exceptions be made. This regulation has been adopted with a view solely to the best interests of the young women themselves, and not with any purpose to restrict them in the enjoyment of every legitimate privilege. It is the aim of the management to make these quarters as attractive and pleasant as possible, and at the same time to keep the cost as low as is consistent with the accommodations provided. The cost of room and board is from \$3.50 to \$3.75 per week; according to the size and location of the room. Everything is furnished except soap and towels. About one hundred and eighty young women can be received.

As persons frequently wish to know, as nearly as may be, the cost of a student for one year at the Ohio University, the following estimates are here given:

LOWEST		HIGHEST	
Registration fee.....	\$18 00	Registration fee.....\$ 18 00	
Board in clubs, av'age	95 50	Board in priv. family. 114 00	
Room.....	31 50	Room.....:..... 47 00	
Books .....	15 00	Books.....:..... 20 00	
Laundry .....	20 00	Laundry .....	30 00
Incidentals .....	10 00	Incidentals..... 21 00	
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	\$190 00	\$250 00	

This estimate is for thirty-eight weeks, and includes all necessary expenses. The additional charges for students who take electives in Chemistry and Electricity and for those receiving special instruction in Music, Painting, Elocution, and certain commercial branches are elsewhere noted.

### SELF-HELP

It is the glory of Ohio University that she does not shut any of her doors against the poor boy or girl. The munificence of the State of Ohio furnishes her sons and daughters with the educational facilities that once were deemed the prerogatives of the children of the rich.

At the present time there are at least sixty Ohio University boys making their boarding expenses, many of them are making more. There are twenty-five boys earning their meals by acting as waiters in restaurants and other boarding places. Ten boys earn their board by running boarding clubs. Eight boys are earning from \$6.00 to \$15.00 per month apiece by acting as janitor for different club rooms and churches in town. Still there are numerous others earning from a few cents a week up to a good salary by doing all kinds of work, such as reporting for the papers, collecting laundry, acting as agents for different firms, clerking in different stores, and doing odd jobs for the town people. These are a few of the ways an energetic student can help himself through school. These positions are changing hands two or three times a year, that is, the most of them are, and if one is on the lookout he can soon get a good place.

Said a student recently: "I have been at Ohio University for two years, and to me this is the place for the poor boy. It is a place where one can get the benefit of large appropriations made by the State for running the school where almost all we spend is for our living expenses, which are as cheap, if not cheaper, than any place else; where the classes are comparatively small on account of the large faculty; where the location is very healthful, landscape beautiful, and the water is as pure as can be found anywhere."

### THE ALUMNI LOAN FUND

Three thousand dollars have already been subscribed by the alumni and friends of Ohio University to the Alumni Loan Fund. The purpose of this fund is to loan money to deserving students who have proved their worth in character and scholarship. No aid is given before the student has completed 60 hours of college credit. The Fund is administered by a committee consisting of President J. D. Brown, of the Bank of Athens, the Dean of the College of Liberal Arts, and the Secretary of the Faculty.

### RELIGIOUS INFLUENCE\*

The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. Students are encouraged to attend with regularity the churches of their choice. The various churches of Athens, both Protestant and Catholic, are cordially thrown open to the students.

The founder of the Ohio University believed that "religion, morality, and knowledge are necessary to good government and the happiness of mankind"; and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellowman. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of

\*Sixty-five percent. of all the students enrolled are church members. Eighty per cent. of all students in regular attendance are members of the Y.M.C.A. or the Y.W.C.A. At least three classes in Bible study are instructed by Faculty members, each term. This is elective work with college credit.

the Bible. We expect students who have spent some time with us to depart not only wiser, but also better, than they came. If such is not the case it will not be for want of care on the part of the Faculty.

### YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS

Both the Y. M. C. A. and the Y. W. C. A. have flourishing organizations connected with the Ohio University, and a large proportion of the students are members of one or the other. These hold meetings weekly or oftener, provide lectures on religious or Biblical topics, and take an active interest in promoting the spiritual, moral, and intellectual welfare of the entire student body. The management of the University is in hearty sympathy with these organizations and does all that is possible to aid them in their work.

The Y. W. C. A. has a rest room on the first floor of the Central Building, and has an assembly room on the second floor of the West Wing.

The Y. M. C. A. has a basement room, with seating capacity for two hundred people, in the well-lighted Carnegie Library.

All these rooms are well furnished, presenting a home-like and inviting appearance.

### LITERARY SOCIETIES

There are three literary societies in the University, the Athenian, the Philomathean, and the Adelphian. They occupy well-equipped halls in the former chapel building. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students who desire to have more extended practice in the public discussion of important questions.

The first annual contest in oratory, between the Athenian and Philomathean literary societies, was held in the Spring term of 1901. Each succeeding Spring term of the college year has brought a contest of similar nature. Up to 1907, when Mr. J.D. Brown donated \$100 for the prizes, the prizes were as follows: First prize, \$30; second prize, \$20.

THE "BROWN PRIZE IN ORATORY"—Mr. James D. Brown, a public-spirited citizen of Athens, who has always shown a deep interest in the welfare of the University, and a special interest in the oratorical contests, has made provision for prizes to be awarded to the three oratorical contestants winning highest grades, as follows: First prize, \$50.00; second prize, \$30.00; third prize, \$20.00. This generous action has stimulated increased interest among students, in the work of the literary societies.

The results of the different contests are shown herewith:

YEAR.	FIRST PRIZE
1901.....	May S. Conner, Philomathean.
1902.....	James P. Wood, Philomathean.
1903.....	Albert J. Jones, Philomathean.
1904.....	Clarence Matheny, Athenian.
1905.....	Harley E. Baker, Athenian.
1906.....	Fred Shaw, Athenian.
1907.....	Malcolm Douglas, Philomathean.
1908.....	Ora C. Lively, Athenian.
1909.....	Horace E. Cromer and James A. Long.

Philomathean, *tie*.

1910.....	Harley A. Tuttle, Athenian.
1911.....	H. L. Nutting, Athenian.

YEAR.	SECOND PRIZE.
1901.....	Lissa Williamson, Philomathean.
1902.....	Adam G. Elder, Athenian.
1903.....	Victor Alvan Ketcham, Athenian.
1904.....	Josephine Caldwell, Philomathean.
1905.....	Floyd S. Crooks, Athenian.
1906.....	Malcolm Douglas, Philomathean.
1907.....	Lewis E. Coulter, Athenian.
1908.....	J. P. Alford, Philomathean.
1910.....	Elgie LeRoy Bandy, Athenian.
1911.....	Samuel S. Shafer, Adelphian.

YEAR.	THIRD PRIZE.
1907.....	G. C. Morehart, Athenian.
1908.....	A. S. Northup, Athenian.
1909.....	William T. Morgan, Athenian.
1910.....	Wilhelmina Boelzner, Philomathean.
1911.....	C. U. Keckley, Athenian.

### ORATORICAL ASSOCIATION

There is an Oratorical Association under whose auspices Intercollegiate debating and contests in Oratory are held. This association is a student organization with a committee of faculty advisers. In recent years debates have been held with the University of Cincinnati, Miami University, and Butler University. This year the triangular debate includes Otterbein University, Wittenberg College, and Ohio University. The Oratorical League includes De Pauw, Wabash, Butler, Miami, Kentucky State, and Ohio University.

### THE EMERSON PRIZE POEM FUND

The late W. D. Emerson, of the class of 1833, bequeathed to the Trustees of Ohio University the sum of one thousand dollars, the interest on which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. The awards have been as follows:

YEAR.	NAMES.
1893.....	Miss Carrie Schwefel.
1895.....	Miss Esther Burns, and Mr. John H. Atkinson.
1897.....	Miss Virginia M. Houston.
1899.....	Miss Virginia M. Houston, Mr. John H. Atkinson, and Miss Willa C. MacLane.
1901.....	Miss Willa C. MacLane.
1905.....	Miss Winifred Richmond.
1907.....	Mr. Harold Edgar Cherrington.
1909.....	Miss Mary Trendley.
1911.....	Miss Carrie Alta Matthews.

Persons distinguished in the literary walks of the country have served as judges. Among these may be named: Miss Annie Fields, Mr. Maurice Thompson, Mr. E. C. Stedman,

Mrs. Margaret E. Sangster, Mr. W. D. Howells, Mr. Clinton Scollard, Mrs. Ella Wheeler Wilcox, Prof. George E. Woodberry, Prof. W. H. Venable, Prof. George P. Baker, Prof. Henry Van Dyke, Mr. Hamilton W. Mabie, Dean J. V. Denney, Mr. Edmund Cooke Vance, Prof. Richard Burton, Mr. Robert U. Johnson, and Hon. James Ball Naylor.

For the information of future contestants, and others interested, the conditions of the competition for the Emerson Prize are herewith given: *They must be observed in every particular.* Amount, about \$120. Date of award not later than the opening of the second semester, 1913.

The competitors must be either graduates or students in actual attendance at the University.

The poems must be in the hands of the President of Ohio University before the opening of the second semester, 1913.

The prize will be awarded upon the merits of the production, not its length.

Anyone having, in any contest, been awarded first prize, shall not again be eligible to contest.

The judges shall be three disinterested persons appointed by the President of Ohio University and the Professor of English Literature *ibidem*, who shall independently of each other pass upon the production submitted to them.

In the preparation of the MSS. the following regulations are to be observed:

Use the typewriter.

Use paper eight and one-half by eleven inches.

Write only on one side.

Send in three typewritten copies.

Mark the MSS. with some pseudonym or character, and send this in a sealed envelope, with your name and address, to the President of the University. This envelope will not be opened until the award of the judges has been made.

## FACILITIES FOR PHYSICAL INSTRUCTION

THE NEW GYMNASIUM—It is hoped that the magnificent new Gymnasium will greatly increase the interest in physical culture. It is now completed, well equipped, and affords excellent opportunities for the development of the physical nature.

The use of the baths and the gymnasium is free to students. A deposit fee of *one dollar* is required of each student as a pledge for the proper care of his locker and key. This fee will be returned to the student, when leaving college, if the key is returned and the locker left in good condition. In the conduct of the gymnasium, the aim is not so much the development of a few gymnastic experts as the provision for wholesome exercise for the many. For this purpose regular instruction in light gymnastics is given for both ladies and gentlemen.

**ATHLETIC FIELD**—The athletic field is a level tract of ten acres, owned by the University, and situated a few minutes' walk southward from the campus. The field has been equipped especially for baseball, football, tennis, and track.

**ATHLETIC RULES**—**1.** Three semesters of gymnastic work are required in *all courses*.

**2.** This work covers two hours each week throughout the period required.

**3.** No credit will be given for work done in the gymnasium.

Work in the gymnasium is to begin as soon after matriculation as the above regulations will admit. In applying the above it is understood that two semesters of work shall be completed within two years after the student's matriculation; the other semester must be completed before the student graduates from any course leading to a diploma or a degree.

**SUPERVISION OF ATHLETIC SPORTS**—The general supervision of athletic sports is vested in a Faculty Committee.

The Advisory Board consists of the officers of the Athletic Association. These boards, under certain regulations, have charge of all financial affairs of the Athletic Association and the arrangement of all intercollegiate games. These games are played under Ohio Conference rules.

The Faculty Committee, composed of five members, has charge of all matters involving the relation of athletic sports to the University; for example, the eligibility of players proposed for any University team and the investigation of charges of misconduct on the part of players. The policy of the committee is to foster the spirit of honor and gentlemanliness in athletics, to suppress evil tendencies, and to see that play shall not encroach too much upon the claims of work.

## COLLEGE OF LIBERAL ARTS

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### COURSES OF STUDY

*(To take effect, September, 1912)*

Two degrees are given in the College of Liberal Arts—Bachelor of Arts (A. B.) and Bachelor of Science (B. S.). To receive either a student must have a credit of 120 semester hours. By taking fifteen hours a semester a student can graduate in four years; by attending the Summer School for three sessions he can do it in less time. Physical training in the gymnasium is required in addition to the 120 hours. Of the 120 hours about two-thirds is required work as outlined in the courses below. However, it is to be observed that in the required courses there are a number of options. An examination of the first semester of the Freshman year in the A. B. course, where all the work is required, reveals that there are at least fourteen possible variations. That is, each one of fourteen students might be pursuing the same course leading to A. B. and no two have exactly the same studies.

In the Junior and Senior years the student has great opportunity to choose from a wide range electives, including professional courses of collegiate grade in the State Normal College. By requiring in

the earlier years those studies that experience has designated as especially cultural, such as the Ancient and Modern Languages, Mathematics, the English Language and Literature, the various Sciences, History, Philosophy, and Economics, and then in the later years permitting the mature student to elect where his interests lie, the authorities hope they have made wise and adequate provision for a thorough and liberal education.

A student electing German in the Freshman year is required to continue the study of the language two years unless he has two years of preparatory credit in it. In the latter case, but one year of college German is required. If a student elects either French or Spanish the first year he may take the other language the second year.

With the idea of developing power by the intensive study of one subject, each student, in his course, must elect studies from one department until he has a total of twenty semester hours of credit, including the required work in the department; or fourteen hours in each of two related departments.

Each student seeking the B. S. degree must select at least one course in Physics.

Each semester covers a period of nineteen weeks. Each recitation period is an hour in length and represents fifty-five minutes of actual class-room work. Admission to the Freshman class is based upon the completion of fifteen units of approved secondary work.

## REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS

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### FRESHMAN YEAR

#### First Semester

Two from these: Greek 4; Latin 4; a Modern Language 4.  
Plane and Spherical Trigonometry or Physics 3.  
Economics 3.  
English Composition 2.

#### Second Semester

Two from these three: Greek 4; Latin 4; a Modern Language 4.  
College Algebra or Physics 3.  
Zoology or Botany 3.  
English Composition. 2.

### SOPHOMORE YEAR

#### First Semester

Two from these three: Greek 3; Latin 3; a Modern Language 3.  
Chemistry or Physiology 3.  
European History 3.

#### Second Semester

Two from these three: Greek 3; Latin 3; a Modern Language 3.  
Tennyson and Browning 3.  
Chemistry or Physiology 3.

### JUNIOR YEAR

#### First Semester

History of English Literature 3.  
Psychology or Ethics 3.  
Public Speaking 2.

#### Second Semester

Nineteenth Century Prose 3.  
Psychology or Sociology 3.

**SENIOR YEAR**  
**First Semester**

Geology 3.

Philosophy or Logic 3.

**Second Semester**

Philosophy or Advanced Civics 2.

Thesis 3.

**REQUIRED SUBJECTS FOR THE DEGREE OF  
BACHELOR OF SCIENCE**

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**FRESHMAN YEAR**

**First Semester**

Chemistry 4.

A Modern Language 4.

Plane and Spherical Trigonometry or Physics 3.

Economics 3.

English Composition 2.

**Second Semester**

Chemistry 4.

College Algebra or Physics 3.

A Modern Language 4.

Zoology or Botany 3.

English Composition 2.

**SOPHOMORE YEAR**

**First Semester**

One of these four: Analytical Geometry (Finished) Differential Calculus (Begun) 3; Physics 3; Chemistry 3; Biology 3.

Physiology 3.

European History 3.

A Modern Language 3.

**Second Semester**

A Modern Language 3.

Physiology 3.

Tennyson and Browning 3.

**JUNIOR YEAR****First Semester**

One of these four: Analytical Mechanics 4; Physics 4; Chemistry 4; Biology 4.

History of English Literature 3.

Psychology or Ethics 3.

Public Speaking 2.

**Second Semester**

One of these four: Analytical Mechanics 4; Physics 4; Chemistry 4; Biology 4.

Psychology or Sociology 3

**SENIOR YEAR****First Semester**

Geology 3.

Philosophy or Logic 3.

**Second Semester**

Philosophy or Advanced Civics 2.

Thesis 3.

## DETAILED STATEMENT OF THE DEPARTMENTS OF INSTRUCTION

### COLLEGIATE DEPARTMENT

#### RHETORIC AND ENGLISH LITERATURE

PROFESSOR CHUBB

The aim of the English Department is two-fold, to train the power of expressing thought, and to cultivate an appreciation of literature. In the classes in Rhetoric, the main stress is placed upon the actual work in composition done by the student. In the study of literature the endeavor is to quicken the artistic and æsthetic sense.

The Library is the laboratory of the English Department. In the study of an author different students are assigned different works for reading. Each student then reports, sometimes in an address, sometimes in an essay, upon the results of his reading.

*When studying literature, emphasis will also be placed upon the practice of composition, and in the classes in Rhetoric much attention will be given to the study of Literature.*

#### RHETORIC AND ENGLISH LITERATURE

##### First Semester

I. ENGLISH COMPOSITION—2 hours a week. Freshman. Required throughout the year. The one definite purpose in this course is to increase the student's power of self-expression. The main emphasis is upon actual practice in oral and written composition. Baldwin's *Composition: Oral and Written* is the text. There will be three or four sections.

NOTE: All who have not had "College Rhetoric" are required to take this course.

2. HISTORY OF ENGLISH LITERATURE—3 hours. Junior Required. A text is studied and each member makes a special study of an assigned topic.

Before taking this course students are required to have read the following English masterpieces: Shakspere's Hamlet, Macbeth, As You Like It, and Othello; Milton's Paradise Lost, Book I., Lycidas, L'Allegro, and Il Penseroso; Bunyan's Pilgrim's Progress; DeFoe's Robinson Crusoe; Swift's Gulliver's Travels; Pope's Rape of the Lock; Goldsmith's Vicar of Wakefield; Palgrave's Golden Treasury; Browning's Pippa Passes; Tennyson's In Memoriam; and one novel by each of the following: Scott, George Eliot, Dickens, Thackeray, and Stevenson.

3. SHAKSPERE—3 hours. Elective. About eight plays will be read in class, in an order selected to show the development of Shakspere's genius. *An Introduction to Shakspere*, by MacCracken, Pierce, and Durham is also studied.

4. CHAUCER AND THE MIDDLE ENGLISH PERIOD—2 hours. Elective. This course will alternate with Course 5. In 1912 Course 4 will be given.

5. EMERSON AND THE NEW ENGLAND WRITERS—2 hours. Required in some courses.

6. THE ENGLISH BIBLE—1 hour. Courses in the Old Testament and the New Testament are given throughout the year by Professors Evans and Treudley.

### **Second Semester**

7. ENGLISH COMPOSITION—See Course 1.

8. TENNYSON AND BROWNING—3 hours. Required in the Sophomore year. The student is required to have a complete text of each of these poets.

9. NINETEENTH CENTURY PROSE—3 hours. Junior required. Carlyle's *Sartor Resartus* and *Nineteenth Century Prose*, Dickinson and Roe, are used as texts.

10. BYRON, KEATS, AND SHELLEY—2 hours. Elective.

11. MODERN MASTERPIECES—2 hours. Elective. This course will alternate with Course 10.

**GREEK**

PROFESSOR DUNKLE

It is the aim of this Department to enable students to read the authors commonly read in colleges, and to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, attention is drawn to those words that are etymologically related to other languages, particularly Latin, German, and English. Especial prominence is given, as the student progresses, to the following points: First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is believed that a more lasting and more satisfactory impression will thus be made on the mind of the student than by the use of selections only. It is a well-established principle in the study of teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity,—a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that the study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important elements of a liberal education.

The study of collegiate Greek is preceded by one year of preparatory work covering an elementary course and the first book of Xenophon's *Anabasis*. All candidates for the degree of A. B. who elect Greek are required to pursue the study of that language throughout the Freshman and Sophomore years. The Greek of the Junior year is wholly elective. One or more years of Greek may be elected by students who are taking courses leading to other degrees than that of Bachelor of Arts.

The following courses in collegiate Greek are offered for 1912-13:

First Semester—Xenophon's Anahasis, Books II.-IV. and Greek Prose, Freshman, 4 hours.

Herodotus, Sophomore, 3 hours.

Demosthenes de Corona, Junior, 3 hours.

Second Semester—Homer's Iliad and Greek Prose, Freshman, 4 hours.

Plato's Apology and Krito, Sophomore, 3 hours.

The Medea of Euripides and Sophocles' Antigone, Junior, 3 hours.

## LATIN DEPARTMENT

DAFYDD J. EVANS, *Professor*

Admission to the Freshman class in Latin is, without condition, given to those who finish the course in the State Preparatory School and to those who bring from accredited High Schools certificates covering the same course. This course is Caesar, 4 books; Cicero, 6 orations; Vergil's Aeneid, first 6 books; weekly exercises in Latin composition.

### For 1912-1913.

FRESHMAN YEAR. First semester, Livy and Latin Writing, 4; second semester, Horace—Odes and Epodes, 4.

SOPHOMORE YEAR. First semester, First half, Cicero De Officiis; second half, Horace—Epistles. Selections. Second semester, first half, Cicero De Oratore; second half, Quintilian Institut. Orat.

The endeavor in the Latin course is to study the literature and history of the Romans as a moral and mighty people who were able to make the citizenship and language of Rome the coveted privilege and acquirement of the world and furnished fundamental lessons for modern thought and life.

## GERMAN

P. A. CLAASSEN, *Professor*

EMIL DOERNENBURG, *Assistant Professor*

The purpose of the work of the first year is to secure a thorough knowledge of the fundamental principles of the German language and to acquire an extended vocabulary.

In order that the student may acquire the ability to understand spoken German and to *think* in German, the work in the class-room is carried on in German, as far as practicable, and prose composition, consisting largely of reproduction of things read in German, is made an important feature of the work.

After the first year the aim (except in 11 and 12) is to familiarize students with the best German literature, and, at the same time, constantly to afford practice in the oral and written acquisition of the language. In the second year the work is largely carried on in German, and after the second year, (except in 11 and 12) entirely so.

A German Club, maintained by students of classes beyond the first year, and meeting every three weeks, assists students in acquiring proficiency in the use of colloquial German.

If any course in German is elected, it must be continued throughout the year.

### Courses

1. German Grammar completed. Study of forms and composition. Conversation based on Newson's *First German Book* (the new edition of Alge's *Leitfaden*), in connection with Hoelzel's charts on the seasons. Completion of the first two charts. Reader ("Herein!") begun. First Semester (required), five hours.

2. Reader completed. Short modern stories, such as Storm's *Immensee*, etc., and composition as well as conversation based on them. Alge's *Leitfaden* completed. Also Schiller's *Neffe als Onkel* or short comedies of similar difficulty.—Second Semester (required), five hours.

3. Reading of some modern prose, such as Max Müller's *Deutsche Liebe* and of some other modern stories with composition. Schiller's *Wilhelm Tell* or *Die Jungfrau von Orleans*. Conversation based on Newson's *German Reader* (the second part of Alge's *Leitfaden*), and Hoelzel's charts. Adapted and original composition and grammar exercises. First Semester. Four hours.

4. Some works of Goethe. Conversation and composition continued, as in 3. Second Semester. Four hours.

5. Sudermann, one drama and one novel read in class. Each student should read and review one of his works outside of class. Also Gustav Freytag's *Die Journalisten*, or J. V. von Scheffel's *Der Trompeter Von Saekkingen*. First Semester. Three hours.

6. Freytag's *Der Rittmeister Von Alt-Rosen*, or Scheffel's *Ekkehard* (abbreviated edition ), and Goethe's *Meisterwerke* (Bernhardt). Each student reads and reviews one other work of either Freytag or Scheffel outside of class. Second Semester. Three hours.

7. *Wallenstein*, Schiller, the complete trilogy and portions of Schiller's *Thirty Years' War*, having bearing on the drama. Goethe's *Faust*, Part one, begun. First Semester. Three hours.

8. Goethe's First Part of *Faust* completed. Brief survey of the Second Part, and also a brief survey of German Literature. Texts; Moore and Keller. Second Semester. Three hours.

9.\*Lessing, and the beginning of modern German classical literature. At least two of his dramas are read in class, and other works of his or of this period outside of class. First Semester. Three hours.

10. \**Meisterwerke des Mittelalters*. Second Semester. Three hours.

11. Scientific German. Introduction to the reading of scientific German. (Wallentin and Hodges). Required in courses of Engineering. First Semester. Two hours.

12. Scientific monographs. Required as in 11. Second Semester. Two hours.

The course in beginning German outlined above is for students who offer no credit in German for entrance. For students who have had one year of High School work in German, the following work is offered to precede the regular Freshman work, although it will be counted for college credit. The greatest stress will be laid on conversation, and there will be less home-preparation required; hence the class will recite three times a week and get two hours' credit. The course is designated as "Special Freshman German" or "Conversational German".

\*Courses 9 and 10 alternate with courses 7 and 8. In 1912-1913 courses 9 and 10 will be offered.

First Semester: Review of Grammar. Conversation based on Newson's *German Course* and Hoelzel's charts, for later numbers of which special pamphlets will be used. Reading of several short modern stories with composition and conversation based on the text read.

Second Semester: Similar reading and conversation as in the preceding course, using the Hoelzel charts and later also the little German student magazine "Aus Nah und Fern."

## FRENCH AND SPANISH

*Professor ROBINSON*

### FRENCH

**FRENCH 1**—The object of the course is to give the essentials of the grammar, including the conjugation of the regular and the more common irregular verbs; a careful drill in the pronunciation; the use of the personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentence; the elementary rules of syntax; the reading of one hundred pages of graduated texts, with constant practice of translating into French easy variations of the sentences read. First semester, 4 hours.

**FRENCH 2**—Continued drill upon the rudiments of grammar, with constant application in the construction of sentences; mastery of the forms and use of pronouns, pronominal adjectives, of all irregular verbs, and of the simpler uses of the conditional and subjunctive; the reading of not less than three hundred pages of modern prose in the form of stories, plays or historical sketches; constant practice in translating into French easy variations upon the texts read; frequent abstracts of the text; continued drill in pronunciation, conversation and dictation. Second semester, 4 hours.

**FRENCH 3**—Idioms, synonyms and diction. The course calls for the ability to use the language effectively as a means of oral and written expression. Characteristic prose and poetry form the basis for more advanced language study. First semester, 3 hours.

**FRENCH 4**—Outline history of French literature. This course traces the history of French literature from its origin to

the present day, bringing out the great currents in their relations to each other. Illustrative readings from representative authors will be assigned for study and report, and themes and essays on literary subjects will be required. Second semester, 3 hours.

**FRENCH 5**—French literature of the XVII. century. Classicism, origin, formation, apogee, decline. Writers: Boileau, Moliere, Racine, Corneille, LaFontaine, Pascal, Bossuet, etc. First semester, 2 hours.

**FRENCH 6**—French literature of the XVIII. century. Writers: Le Sage, Marivaux, Montesquieu, Voltaire, Diderot, Jean Jacques Rousseau, Regnard, etc. Second semester, 2 hours.

**FRENCH 7**—French Literature of the XIX. century. Study of the representative works beginning with Victor Hugo and the French romanticists. First semester, 2 hours.

**FRENCH 8**—French literature of the XVI. century. Origin of classicism in France; study of language and literature with illustrative readings. Second semester, 2 hours.

**FRENCH 9**—History of the French language. Lectures on the general history of the French language from its origin to the present time. First semester, 2 hours.

**FRENCH 10**—Scientific French. First and second semesters, 3 hours. No course will be given for less than four.

## SPANISH

**SPANISH 1**—Careful drill in pronunciation, including accentuation; the rudiments of grammar, including all the regular and the more common irregular verbs, the forms and order of the personal pronouns, the uses and meaning of the common prepositions, adverbs and conjunctions, the use of the personal accusative, and other elementary rules of syntax. First semester, 3 hours.

**SPANISH 2**—Practice in speaking and writing Spanish, together with the careful reading of several modern novels and dramas. Attention is constantly directed to points of syntax, idiomatic constructions, synonyms, and the translation of English into Spanish. Second semester, 3 hours.

**SPANISH 3**—Spanish prose composition. This course is designed to give the student a practical command of Spanish as a medium of expression. It may be varied to adapt it to the

needs of the student, now tending more to commercial forms of composition, now to those forms used in literature, or by travellers. First semester, 2 hours.

SPANISH 4—General introduction to Spanish literature. Illustrative readings from representative authors will be assigned for study and report, and themes and essays on literary subjects will be required. Second semester, 2 hours. No course will be given for less than four.

## MATHEMATICS AND CIVIL ENGINEERING

*Professor Hoover.*

*Professor Addicott.*

### COLLEGIATE MATHEMATICS

#### First Semester

Plane and Spherical Trigonometry, 3 hours. Freshman.

Analytical Geometry, 3 hours. Sophomore.

Analytical Mechanics, 4 hours. Junior.

General Astronomy, 3 hours (elective); prerequisites, all preceding courses. Junior.

#### Second Semester

College Algebra, 3 hours. Freshman.

Analytical Mechanics (continued).

Differential and Integral Calculus, 3 hours, Sophomore.

In teaching the pure Mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of Mathematics is to apprehend these clearly.

PLANE TRIGONOMETRY—There will be used in the first semester Bauer and Brooke's *Plane Trigonometry*. Hussey's mathematical tables will be used. Special emphasis will be

put upon the analytical theory, and all parts of the work illustrated by large practice in the application of principles. In calculation the methods of the professional computer will be used.

**SPHERICAL TRIGONOMETRY**—Chauvenet's excellent and standard text is used. About all the text for which the student is, at this stage of his mathematical study, prepared, is taken. Special pains is taken in computation.

**FRESHMAN ALGEBRA**—The continuation of Fisher and Schwatt's *Higher Algebra* used in the third year preparatory course and starting with a quick review of quadratic equations and succeeding subjects. In addition the chapters on the binomial theorem, logarithms, permutations and combinations, variables and limits, the parts of Chapter XXXIII. on infinite series which contribute to the determination of the condition of convergency of the expansion of a binomial with any rational exponent and recurring series, method of differences, interpolation, Chapters XXXIX. and XL. on determinants and the theory of equations, all illustrated by the solutions of many original exercises. Given in the second semester, Freshman year, and repeated in the immediately following semester.

**ANALYTICAL GEOMETRY**—Fine and Thompson's *Coördinate Geometry* will be taken in the first semester, special effort being put on the original exercises. This branch is of great importance to engineering students. It is, besides, of most valuable disciplinary importance to any under-graduate.

**DIFFERENTIAL CALCULUS**—This will be given in the second semester of the Sophomore year. The first nineteen chapters of Oshorne's revised text will be used.

**INTEGRAL CALCULUS**—This is a continuation of the work in Osborne's text, and will be given in the second semester of the Sophomore year. The method of limits is the basis of the theory. Extensive drill in integration is given the student that he may acquire skill in this refined and highly useful instrument of investigation.

**ANALYTICAL MECHANICS**—Bowser's text, applying every previous mathematical course of the student, is taken in the first semester of the Junior year, and affords the best chance of show of ability in mathematics he has so far had. About three-fourths

of this text is taken, most of which relates to Statics and Dynamics.

**COLLEGE ASTRONOMY**—Young's *General Astronomy* is used, most emphasis being placed upon the parts of a more mathematical character. As largely as possible, the student is made acquainted with the methods of the professional astronomer. Given in the first semester, Junior year.

**ELECTIVES**—The following are among the electives in recent texts by the best American and British writers: Advanced Theory of Equations, including Advanced Determinants; Analytic Geometry of Three Dimensions; Differential Equations; Advanced Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Least Squares; Mathematical Optics, and other mathematical Physics, with Theoretical Astronomy.

### CIVIL ENGINEERING

Work in Civil Engineering was planned under action taken by the University Trustees in 1904. This course is designed to give students a working knowledge of the various subjects offered.

**LIMIT OF COURSE**—The course covers a period of two years. In that time such subjects are considered as will prove most beneficial in active work. Draughting-room and field practice make up a large part of the course.

**EQUIPMENT**—The Department makes use of seven rooms in the building known as the East Wing. The draughting-rooms have fifty large tables, for drawing and mapping, and cabinets for drawing-boards, paper, instruments, etc. The instrument-room contains two Gurley 8-inch mining transits, two Ulmer 11-inch transits, a Buff and Berger 11-inch transits, a Keuffel & Esser 11-inch transit, a Keuffel & Esser solar transit, a Keuffel & Esser precision level, three Gurley 20-inch Y-levels, an Ulmer 18-inch Y-level, an Ulmer 14-inch Dumpy level, a Keuffel & Esser 20-inch Y-level, two Keuffel & Esser 12-inch levels, a Gurley Plane-Table, a Mariner's Sextant, a Gurley compass, and numerous other instruments essential to field work, such as tapes, stadia rods, leveling rods, ranging poles, hand-levels, etc. The cement-testing laboratory is equipped with the most modern and improved apparatus. It

contains a 20,000 lb. Olsen Testing Machine, a Fairbanks improved testing machine, the Vicat, Gilmore's needles, molds, sieves, etc. New instruments and apparatus will be added as necessity requires, and every effort made to keep the department up-to-date in every particular.

**REFERENCE WORK**—The leading periodicals and magazines relating to Civil Engineering are in the department library, and many others are in the Carnegie library, all of which are accessible to the students at all times. Among the magazines which are available for student use, are the following: Engineering News, Engineering Record, Railway Age Gazette, Mines and Minerals, Cement, Reports of Engineering Societies, Journal of the Association of Engineering Societies, Western Society of Engineers, Engineering and Mining Journal, and many others that are not strictly Engineering magazines.

## COURSE OF STUDY—CIVIL ENGINEERING

### First Year

**FIRST SEMESTER**—English 2; Mathematics 3; Descriptive Geometry 3; Mechanical Drawing 2; Electricity 4;

**SECOND SEMESTER**—English 2; Mathematics 3; Descriptive Geometry 2; Elements of Mechanics 3; Surveying and Leveling 3; Field Work 1; Electricity 2.

### Second Year

**FIRST SEMESTER**—Railroad Engineering 3; Field Work 2; Civil Engineering 4; Cement Laboratory 1; Mathematics 3; Stereotomy 2.

**SECOND SEMESTER**—Civil Engineering 4; Topographic Surveying 2; Field Work 1; Details of Construction 2; Drawing 1; Mathematics 2; Commercial Law 2; Engineering Instruments and Their Use 1.

In the first year, those who desire may substitute a year's work in Chemistry, or a Modern Language for the work in Electricity.

## SUPPLEMENTARY COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

### Junior Year

FIRST SEMESTER—German 3; Economics 3; European History 3; Applied Calculus 3; Chemistry 4.

SECOND SEMESTER—German 3; History or Sociology 3; Applied Calculus 3; Sanitation 3; Chemistry 4.

### Senior Year

FIRST SEMESTER—Scientific German 2; English 3; Geology 3; Advanced Physics 3; Advanced Chemistry 3; Thesis 2.

SECOND SEMESTER—Scientific German 2; Hydraulics 3; Advanced Physics 3; Advanced Chemistry 3; Thesis 4.

### Explanatory Statement

The course in Civil Engineering is designed to give the student a thorough and practical training in the various subjects offered; and to give field and draughting-room practice of such a nature as will prepare him for active work.

A large number of young men have taken this Short Course, and have found very satisfactory positions after completing the work.

The work in Mechanical Drawing continues throughout the Freshman year, and embraces twenty-four plates. Much attention is given to lettering. Cross's *Mechanical Drawing* and Reinhardt's *Lettering* serve as guides in this work. The work in Descriptive Geometry continues throughout the Freshman year. During the First Semester the work consists of recitations and problems relating to the right line, curved line, planes, tangents, and normals; to cylindrical, conical, and warped surfaces, and to their intersections. About fifteen original problems are required. Shades, Shadows, and Perspective are taken up during the Second Semester, Church's *Descriptive Geometry*, is the text used. Merriman's *Elements of Mechanics* is taken up during the Second Semester. The work in the text-book is supplemented with additional problems.

Leveling and Surveying, of the Second Semester, consists of three hours per week of recitations and one afternoon per week

of field work, embracing the following: Chain, Compass and Transit Surveying; the use of the Plane Table, and Leveling.

The student is required to keep his field notes in proper form, to plat all surveys, and to make profiles of the level lines run. Conventional methods are used in all work. Gillespie's *Surveying* is the text used.

The work in Railroad Engineering is taken up during the First Semester of the second year. This consists of three hours per week of recitations and one afternoon a week of field and draughting-room work. A preliminary survey for a railroad is made and the topography taken. A contour map is drawn and a location projected. The text used is Searles's *Field Engineering*.

In Stereotomy, the work of Siebert and Biggin is used and enough class work is given to obtain a working knowledge of the subject. A number of original problems and drawings are required.

The course in Engineering Instruments and Their Use is intended to familiarize the student with such instruments as the Sextant, Plane-Table, Polar Planimeter, Universal Drafting Machine, Pantograph, Slide Rule, Solar Transit, Precise Level and other instruments.

The subject dealing with Details of Construction, as given in the Second Semester, consists of two recitations per week and one afternoon of drawing. Each student designs and completes the working drawings, with blue prints, of a wood and steel truss. Howe's Design of Simple Trusses in Wood and Steel is the text used.

"Fiebeger's Short Course in Civil Engineering", is the textbook used in discussing the various subjects offered under the general head of Civil Engineering. The course is given throughout the entire year and embraces the following subjects: Loads on Beams, Trusses of all kinds, Graphics, Dams, Retaining Walls, Hydraulics, Water Supply, Sewer Construction, and Pavements.

During the Second Semester the work in Topographic Surveying is taken up and embraces the following: The accurate measurements of a base line, and triangulating a given section. The

topography is taken by means of the stadia and hand level. From the survey a map is made and contour lines are drawn, conventional signs are used to represent the different structures and objects that appear upon the map.

The topographic map of the campus, in the front of the catalogue, was a part of the regular work of the class of 1908. Each year a similar map is made, thus familiarizing the student with platting and mapping.

The work in Mathematic, Sciences and English is done in the regular University classes.

Students of the Engineering Department wishing to take advanced standing in other institutions can do so by taking the required amount of mathematics, language, English, etc., in the regular classes of the University.

Students of Ohio University can take up and complete, within two years, such engineering and scholastic studies as will give them admission, with full credit, to the Junior class of the Case School of Applied Science at Cleveland, Ohio.

Students in the Scientific Course of the University can, if they so desire, elect work in this Department.

Students completing the two-year course are given a certificate showing the character of the work done. Students are urged to remain and complete the Scientific Course, which can be done in two more years, by completing the required work of the Supplementary Course.

### DEPARTMENT OF PHYSICS AND ELECTRICAL ENGINEERING

A. A. ATKINSON, *Professor*

G. E. MC LAUGHLIN

*Instructor in Electrical Engineering and Shops*

H. A. PIDGEON, F. C. LANGENBERG

*Instructors in Physics*

C. O. WILLIAMSON, *Assistant in Shop Work*

**INTRODUCTORY:** Realizing that all do not pursue the study of Physics with the same end in view, the courses of instruction given in the Department of Physics are sufficiently varied to meet the needs and requirements of all classes.

The Department has recently acquired new laboratories, and every facility is at hand for carrying on the work outlined in the courses of instruction. Several private laboratories are available to students who desire to pursue advanced laboratory or research work. Many valuable reference works are in the Carnegie and departmental libraries, and the leading periodicals are on file for use by the students. Prospective students or any one interested in the work of the Department will gladly be given any information which may be desired regarding the work in Physics.

#### Courses of Instruction

1. ELEMENTARY PHYSICS—(Class work, 3 hours per week; laboratory, 4 hours per week, throughout the year.)

This course is required in the fourth year of all the preparatory courses. Also those who do not present entrance Physics are required to take this course. This work will not be required of those entering the University from a secondary school where fifteen units are approved for admission. This is essentially a course for beginners and in no case can it be counted for a degree.

The class work will be conducted chiefly by the recitation method with occasional lectures on the phases of the subject which are the most difficult for beginners.

2. DESCRIPTIVE PHYSICS—(Class work, 2 hours per week; laboratory, 2 hours per week, throughout the year.)

This course is offered to meet the needs of those who desire to pursue the study of Physics simply to complete a general education, or to undertake the subject as a disciplinary study. The class work will consist of lectures, supplemented by recitations and reports from the students on special topics.

Constant attention will be given in this course to present the subject in such a manner that the laws and principles studied in the class and laboratory work will be brought into the proper relation with the natural phenomena observed in every day life.

The material for study will be chosen for its instructiveness; and because (a) it involves some important scientific principle; (b) it is related to some readily observable phenomena; or (c) it has a practical application in natural, commercial or industrial processes.

Apparatus will be provided for the fullest possible demonstration of each of the subjects considered in the course; but no effort will be made to cover systematically the whole field of Physics.

This course is open to those who have had Physics 1, or it is equivalent. A knowledge of higher mathematics is not required, for its completion, this course being optional with mathematics in the Freshman year.

3. GENERAL PHYSICS—(3 hours per week. Optional in the first semester of the Scientific Course, and continued as elective in the second semester.)

The work will consist of a discussion of the general principles of Physics, including as far as possible, the derivation of the fundamental equations of the subject with the interpretation of their physical meaning and their application to the solution of problems of Physics. Curve plotting and the interpretation of curves will be an important feature. Experimental demonstrations will be provided where the nature of the topic requires it. A minimum of individual laboratory work will be required. Those who have taken course 2, and wish to obtain a better understanding of the more mathematical phases of the subject, while not desirous of pursuing advanced work in Physics, will find course 3 well adapted to their needs. Students seeking a B. S. degree are required to take one year's work in Physics; they are advised to take course 3 in preference to course 2.

This course is open to those who have had Physics 1, or its equivalent, and who possess an elementary knowledge of trigonometry and chemistry.

4. ADVANCED PHYSICAL MEASUREMENTS—(First semester, mechanics, heat, and sound. Class work, 1 hour per week; laboratory, 6 hours per week. Second semester, electricity and light.)

The chief emphasis in this course will be placed on the laboratory work. The class work will discuss the theory of each experiment and interpret the laboratory results. Complete notes will be required containing the development of the theory and outline of the method of each experiment.

This course is open to those who have had Physics 3, or its equivalent, and who possess an elementary knowledge of Ana-

lytical Geometry and Calculus. Students should also have a reading knowledge of French and German. Where circumstances seem to justify it, permission may be given for the election of only one-half of this course, either the first or second semester.

5. MOLECULAR PHYSICS—(Offered in the first semester in alternate years with Course 7. Class work, three hours per week.)

The work covered will be the Kinetic Theory, Capillarity Surface Tension, Elementary Thermodynamics, and Solution.

This course is regularly open to those who have had Physics 3, but may also be taken by those who satisfy the instructor that their previous training is sufficient to undertake the work.

6. ELECTRIC WAVES—(Offered in the second semester in alternate years with Course 8. Class work, 3 hours per week.)

The work will consist of a general discussion of the theory of generation and detection of electric waves and their application to wireless telegraphy.

This course is open to students under the same conditions as Course 5.

7. ELEMENTS OF THERMODYNAMICS—(First semester, offered in alternate years with Course 5. Class work, 3 hours per week.)

The work will be upon the fundamental principles underlying the mechanical theory of heat, and the application of these principles to physical and thermochemical problems.

This course will be open to those who have had Course 3, or its equivalent, and who possess a knowledge of the principles of Calculus and General Chemistry.

8. LIGHT—(Second semester, offered in alternate years with Course 6. Class work, 3 hours per week.)

This is an advanced course in Physical Optics, and is arranged for those who desire to make a speciality of Physics. Special benefit can be derived from this course by those who are taking engineering work. This course is open under the same conditions as Course 7.

9. THE PEDAGOGY OF PHYSICS—(First semester, 3 hours per week. This course will be given upon the request of a sufficient number of students to justify its being offered.)

This course is designed to meet the needs of those who are teachers, or who expect to teach Physics in high schools. The work will consist of lectures and discussions upon the choice of subject matter and methods of presentation best suited to elementary courses in Physics.

Course 9 is open to all who have had the necessary training in Physics to profit by the discussions and lectures given.

10. PHYSICS RESEARCH—(An advanced intensive laboratory course for those who have had course 4.)

This work will partake more of the character of original investigation of some topic or problem of Physics. The work may be arranged to supplement Physics 4, 5, 6, 7, or 8; but the choice of work and the time devoted to it will rest entirely with the student.

If the problem attacked has sufficient merit, the report upon its investigation may be used as the thesis required for the Bachelor's degree. Any of the laboratory courses offered in Electrical Engineering may be elected by students in Physics who are prepared to profit by them. This course is open to those who have had Physics 4.

## ELECTRICAL ENGINEERING

OPPORTUNITIES—It is unnecessary to state that Electrical Engineering offers attractive opportunities to young men, since everybody understands this already. Ohio University prepares men for these opportunities in its Department of Electrical Engineering. More positions are available each year than there are suitable men as candidates for them.

Ohio University is a State institution, whose free library, occupying the new Carnegie Library building, literary societies, musical, scientific, and other organizations offer many advantages to the students. All the regular literary departments of the University are open to engineering students, if they choose to elect any of the general work there offered. The whole atmosphere of college surroundings is beneficial, and constitutes no small advantage over the purely technical school. In Ohio University small classes, usually ten to forty, and attention to individual students, are advantages that can not be overestimated.

**EQUIPMENT**—The University possesses an incandescent lighting and power plant, used for lighting the buildings and furnishing power to the laboratories and shops, providing the students practical training in construction, operation, and care of electrical machinery. Both direct and alternating currents are used, and very extensive additions to the electrical equipment are now being made. Science Hall, now being constructed, will be ready for occupancy at the opening of the college year, 1912-13. This is a four story structure of red pressed brick, 79 feet by 124 feet, costing when completed ready for work about \$125,000. The Department of Physics and Electrical Engineering will occupy the first two floors. These will provide recitation rooms and offices for the instructors in the department; a large laboratory for general Physics, with two dark rooms, and apparatus room attached; laboratories for the various advanced courses in Physics, with the necessary weighing rooms and apparatus rooms; a laboratory for electrical measurements, with apparatus and weighing rooms; a dynamo, motor and transformer laboratory; a photometric laboratory, a storage battery room, high temperature laboratory, unpacking room, storage rooms, several small research laboratories, and a constant temperature laboratory; also a drafting room, photographic dark room, laboratory shop, private laboratories, and a departmental library and reading room.

The Department equipment includes also the college power plant, a gas engine plant and general shops. Students are thus afforded practical work in steam and gas engineering; testing and valve-setting; tests of various kinds on A. C. and D. C. motors, generators and measuring instruments; tests of transformers and rotary converters. There are in the laboratories a great number and variety of measuring and test instruments, ammeters, voltmeters, wattmeters, tachometers, potentiometers, electro-dynamometers, portable testing sets, Wheatstone bridges, sechometers conductivity bridges, and galvanometers. There are also standard instruments of various types for calibrating purposes. Our shop facilities have also been improved both by the addition of a large room and a great deal of new machinery.

What was formerly the gymnasium floor has been converted into additional shop room, and equipped with wood-working

benches; wood-working lathes driven by motors; band saw, shaper, circular saw, and jointer, all motor driven. The machine lathes, drills, grinders, and other machinery in the older section of the shop are also driven by electric power.

**REFERENCES**—Students in the Engineering departments find on file for ready reference a large number of technical periodicals, such as the Electrical World, Electrical Age, Electrocraft Electric Journal, Street Railway Journal, Engineering Magazine, Power, Scientific American, Scientific American Supplement, Proceedings of American Institute of Electrical Engineers, Transactions of the Illuminating Engineering Society, Science, Physical Review, Science Abstracts, Engineering News Engineering Record, Mines and Minerals, Journal of the Western Society of Engineers, Reports of the State Engineering Societies, Cement, Railway Gazette, Journal of the Franklin Institute, Electro-Chemical and Metallurgical Industry, Journal of the Chemical Industry, Die Zeitschrift fur den physikalischen und chemischen Unterricht. Besides the Department library which is available to students taking these courses, the Carnegie library is also open for use each day, and three evenings a week.

**REQUIREMENTS**—All work scheduled in Electrical Engineering can be taken as elective by students pursuing the course leading to the degree of Bachelor of Science. There is optional substitution of modern language for Latin. See courses of study of the State Preparatory School given elsewhere. Graduates of first grade high schools will be able to enter the first year of the course without condition.

A diploma from a First Grade high school, or its equivalent, is now required for admission to this course. It is urgently recommended that the complete four year course for engineers be taken, which can easily be completed by judicially arranging the engineering studies as electives, or, even after the engineering studies are completed in two years, the rest of the scientific work arranged for engineers may be completed in two more years. The degree of B. S. will then be given.

If the Short Course with the auxiliary studies is fully completed, a certificate will be issued showing the character of the work done. The courses are subject to such changes from time

to time as the profession requires, and as the proper treatment of such studies makes necessary. Students who finish either of the courses will be fully able to meet the requirements of the Ohio law relative to the examination and licensing of engineers.

### COURSE IN ELECTRICAL ENGINEERING

#### First Year

FIRST SEMESTER—English, 2; Electrical Engineering, (D.C.) 4; Descriptive Geometry, 3; Mathematics, 3; Mechanical Drawing, 2; Shop work, 1; Station, 1.

SECOND SEMESTER—English, 2; Electrical Engineering, (D. C.) 3; Descriptive Geometry, 3; Mathematics, 3; Electrical and Magnetic Calculations, 2; Steam Engineering, 2; Mechanical Drawing, 1; Shop work, 1; Station, 1.

#### Second Year

FIRST SEMESTER—Electrical Engineering, (A. C.) 3; Dynamo Laboratory, (D. C.) 3; Gas Engines, 2; Electrical Measurements, 2; Analytics and Calculus, 3; Mechanical Drawing, 1; Shop work, 1; Station, 1.

SECOND SEMESTER—Electrical Engineering, (A. C. Transmission) 2; Dynamo Laboratory, (A. C.) 2; Commercial Law, 2; Calculus, 3; Surveying, 3; Mechanical Drawing, 1; Shop work, 1; Station, 1.

Students finishing the above course in Electrical Engineering may elect the following work in the Scientific Course, to complete 120 semester hours, and thus receive the degree of Bachelor of Science:

#### Junior Year

FIRST SEMESTER—German, 3; Economics, 3; European History, 3; Applied Calculus, 3; Chemistry, 4.

SECOND SEMESTER—German, 3; History or Sociology, 3; Applied Calculus, 3; Sanitation, 3; Chemistry, 4.

#### Senior Year

FIRST SEMESTER—Scientific German, 2; English, 3; Geology, 3; Advanced Physics, 3; Advanced Chemistry, 3; Thesis, 2.

SECOND SEMESTER—Scientific German, 2; Hydraulics 3; Advanced Physics, 3; Advanced Chemistry, 3; Thesis, 4.

**DESCRIPTION OF COURSES**—The following is a brief statement of the nature of the major portion of the Courses taught in this Department. The portion taught in other departments is described elsewhere:

**DRAWING AND DESCRIPTIVE GEOMETRY (3)**—For the first year's work in Drawing and Descriptive Geometry, see Civil Engineering Course. The second year's work requires pencil sketches containing all measurements of such objects as pieces of laboratory apparatus, pieces of pipe containing a valve, an elbow and a union, a wheel, parts of machinery, head of a polishing lathe, head-stock of machine lathe, bench-vice, sight-feed lubricator, lathe-chuck, etc. All the necessary views of details are drawn, then a complete assembly of these details is made on the drawing board and finished in the proper form. In the second semester more complicated sketches and scale drawings are made, and some work on switch-board designs.

**SHOP WORK (4)**—(a) Wood turning according to blueprints, and also from original designs; planing, truing, and fitting in wood; mortising and tenoning, bracing, gluing, pinning, and pattern-making; four hours a week in the shop, first year. (b) Iron-turning, end-truing, sandpapering, inside turning; machine thread cutting and fitting, splicing a shaft or bar; pipe cutting threading and fitting by sleeves, elbows, unions, valves, etc.; drill press, shaper, milling-machine, etc. (c) Bench work; sawing and filing brass, squaring, truing, fitting and soldering; construction of various useful devices; tapping, dieing, hand tool turning, and working to shape; General repair work in engine and boiler room. Electrical construction about the college buildings and dynamo laboratory, second year.

**STATION PRACTICE (3)**—This comprises practice in the care and operation of all the machinery in the college, direct and alternating current station, the gas engine plant, and the central heating plant. This is required to be done in the same manner as if the student were fully responsible as the operating engineer. Four hours a week in the two stations, for two years. Other plants of which there are a great number in and around Athens, are also used in the instruction of classes.

**ELECTRICAL ENGINEERING (D.C.) (3)**—A study in the first semester, of the construction, fundamental principles, methods

of operation, and characteristics of direct current machinery and storage batteries. In the second semester, the methods of electrical distribution, and windings of various types of armatures; individual work by the student in wiring, on the drawing board, dwellings, college buildings, hotels, business blocks, etc. complete estimates of all material for a complete installation; switch-boards are also designed for certain purposes by each student. Several armature models for ring and drum windings are used, and each student, by means of real formed copper coils and by colored cords, practices the various forms of winding, both direct alternating, and then makes diagram drawings of the complete winding. Also actual armature cores and field coils are wound up in the shop as part of the work.

**DYNAMO LABORATORY(D. C.)—(3)**—A course of six hours a week in the dynamo laboratory in studying the characteristics, regulation and efficiency of direct current machinery. Also lectures once a week. Continued throughout the first semester.

**DYNAMO LABORATORY(A. C.)—(2)**—Lectures once a week, laboratory four hours a week on alternating current characteristics, regulation, efficiency; voltage and current curves of alternators and transformers; measurement of polyphase power, induction motor and rotary converter tests. Second semester.

**ELECTRIC AND MAGNETIC CALCULATIONS(2)**—This is a study of electric and magnetic laws through a large number of examples and original problems. Atkinson's *Electrical and Magnetic Calculations* is the text book used. Two hours, second semester.

**STEAM ENGINEERING(2)**—This course consists of a study of boilers, boiler settings, fittings, braced and stayed surfaces, properties of steam, combustion, chimney design, valves, engines—simple and compound—problems of pressure, power, indicators, governors, condensers, heaters, etc. Second semester.

**ELECTRICAL MEASUREMENTS(2)**—A course in the measurement of inductances, capacities, candle power, resistances, E. M. F.'s., currents; test and calibration of A. C. and D. C. measuring instruments, and commercial wattmeters. Laboratory four hours, lectures one hour, in the second semester.

**ELECTRICAL ENGINEERING (A. C.)—(3)**—Construction, theory, methods of operation, characteristics, regulation, power

measurement of single phase and polyphase electrical machinery. Class work three hours per week throughout the first semester.

ELECTRICAL ENGINEERING (A. C)—(2)—continuation in the second semester of the work in the first, but with special reference to A. C. power transmission.

GAS ENGINES—(2)—The fundamental principles of heat and thermo-dynamics; the gas laws; the construction, operation and testing of gas and oil engines; their application in modern engineering practice; studied in the first semester.

## BIOLOGY AND GEOLOGY

PROFESSOR MERCER.

JAY A. MYERS, *Instructor.*      W. E. McCORKLE, *Instructor.*

This department embraces all the subjects properly belonging to Biology, together with Inorganic and Organic Geology.

The work in Zoology begins with the Second Semester of the Freshman year. Abundant opportunity is offered for field work. In addition to the material gathered by the class, use is made of preserved marine types which are received from time to time for the purpose of dissection. Each student is required, also, to spend some time in the Zoological Museum, which contains many valuable specimens.

The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him step by step to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are fully discussed, and, on the completion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a few types have been studied in the laboratory the subject of classification receives careful attention.

An advanced course in Zoology is offered in the college proper. (See Comparative Anatomy).

The course in Preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are per-

formed before the class, and some laboratory work is required of all. In the collegiate course this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to give some attention to dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations; and, in this connection, experiments are performed in the laboratory. The department is supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in all the Preparatory courses. Work begins with an observational study of germinating plantlets, all students being required to sow the seed of several representative plants and to make careful drawings of the different stages of growth. Leaves, roots, and stems are studied from the objects as far as practicable, and practical dissections of certain typical flowers precede the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by practical work in the laboratory. An herbarium of not less than forty plants will be required of all, or an equivalent in laboratory work. In the collegiate course the student is set to work at once with the microscope, the object being to secure a knowledge from actual observation of the general anatomy and physiology of plants. This is followed by work upon the cryptogamia, and all will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A biological laboratory has recently been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water baths, paraffin bath, CO<sub>2</sub> freezer, Minot Microtome, etc. The student is given practical training in Microscopy, and is taught the process of staining and preparation of permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plants and animal forms, and the laboratory work is accompanied with lectures, in which the

composition of organisms, methods of reproduction, development, and other biological subjects are discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures may be given from time to time upon Dynamical, Structural, and Paleontological Geology, and these subjects are further studied in the field. A large cabinet of minerals is open at all times to the student of Geology.

The stereopticon is in constant use in the Department to illustrate the lectures. The facilities for making lantern slides are such that many additions are made annually to the already quite complete set of over eight hundred slides.

**WORKS OF REFERENCE**—Parker & Haswell, Text-book of Zoology, Schafer, Text-book of Physiology, Marshall & Hurst, Practical Zoology, Stewart, Manual of Physiology, Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Woll's *Diatomiaceæ* of N. A., and Desmids of the U. S., Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and Special Morphology, Vine's Physiology of Plants, DeBarry's Comparative Anatomy for Phanerogams and Ferns, Huxley's and Martin's Biology, Sedwick and Wilson's Biology, Packard's Zoology, Lang's *Vergleichende Anatomie der Wirbellosen Thiere*, Landois's Physiology, Stirling's Histology, Piersol's Histology, Shafer's Essentials of Histology, Carpenter's The Microscope, Frey's Microscopical Technology, LeConte's Elements of Geology, Dana's Manual, Dana's Mineralogy, Crosby's Mineralogy, Lyell's Principles of Geology, Geike's Text-Book of Geology, Government Reports, complete sets of the American Journal of Morphology, Illustrated Flora of the Northern United States and Canada, by Britton and Brown, Shaefer's Text-book of Physiology, Chavau's Comparative Anatomy of the Domesticated Animals, and Cambell's Text-book of Botany.

**CURRENT JOURNALS**—American Naturalist, Science, American Journal of Anatomy, Biological Bulletin, Ohio Naturalist, Journal of Experimental Zoology, Nature-Study Journal, Popular Science Monthly, Journal of Geology, Economic Geology,

Journal of Morphology, Science Progress, and the reports of all the leading scientific societies.

### COURSES OFFERED IN THE DEPARTMENT OF BIOLOGY AND GEOLOGY

FIRST SEMESTER	SECOND SEMESTER
<b>Course</b>	<b>Course</b>
Physiology and Hygiene (Prep.) ..... 4	5 Invertebrate Zoology.... 3
14 Geology (required).... 3	4 College Botany*..... 3
6 Comparative Anatomy.. 3	1 Anatomy, Mammalian, (1913)..... 3
10 Human Anatomy..... 3	11 Historical Biology (1914) 3
3 Histology ..... 4	2 Physiology (required).... 3
2 Physiology (required)... 3	9 Physiology..... 3
9 Physiology..... 3	3 Histology .....
15 Biological Seminar..... 1	7 Bacteriology..... 4
Botany (Prep.)*..... 3	10 Human Anatomy..... 3
	8 Embryology..... 3
	15 Biological Seminar..... 1
	Botany (Prep.)*..... 3

\*See Department of Elementary Science.

Summer Term—Teachers' Physiology. (Advanced course) 4.

- (5) Zoology. (Freshman required) 3.
- 12. Sanitation. (Elective) 2.
- 13. Entomology. (Elective) 4. In 1912.

All the college courses are laboratory courses. It requires two hours of actual work in the laboratory for one hour credit. All four-hour courses are made up of at least two laboratory periods and two lectures or recitations each week of the term, and all other laboratory courses in the same proportion.

Any student electing the course in Histology and Embryology must plan to take the entire work of the year.

#### Description of Courses

1. ANATOMY—The laboratory work will be mainly dissection of the cat or rabbit, and the study of microscopic sections of all important organs.

2. PHYSIOLOGY—The course will consist of at least two lectures or recitations, one hour each, and one laboratory section of two hours each for the year. This will be a course of actual

demonstration of the functions of the different parts of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric juice prepared from the stomachs of different classes of animals, and tests its action upon different foods, the changes thereby being brought before the eye. Experimental physiology and hygiene will be made a large part of this course.

One course in Physics, and Invertebrate Zoology, or College Botany, are required before entering upon this course.

3. HISTOLOGY—This course includes a careful study of technic; taking fresh tissue and carrying it through to the finished slide by the most approved and modern methods.

The student also makes a study of the finished slide and makes drawings of many type tissues. This course is designed thoroughly to fit the student preparing for the study of medicine, as well as to give the student in general a thorough idea of the structure of the human body preparatory to the study of physiology.

4. BOTANY—Study begins with the plant cell and traces the development of the plants through the successive orders to the flowering plants. Attention will be given to living plants, including plant histology, and a general consideration of all the life principles involved in plants.

This course may be taken in place of the Zoology to supply the science requirements in the Freshman year.

5. INVERTEBRATE ZOOLOGY—The course in Zoology takes up the study of animal life in the line of development, beginning with the amoeba and tracing the line by means of type forms through the succeeding orders to the vertebrates. Physiology in the simple forms is studied with special reference to its bearing upon human physiology.

6. COMPARATIVE ANATOMY—This course includes all of the Phylum Chordata except the mammals. The type forms studied are the *Amphioxus*, the dog-fish, the perch, the frog, the turtle and the English sparrow. A careful dissection is made of all these forms, but more time is spent on the frog than on any other form. The muscular, the nervous, the digestive, the

circulatory, and the respiratory systems are compared in each case to show their relationship and their advancement as we ascend the scale in chordata. Physiology plays a very important role in this course for all these forms.

7. BACTERIOLOGY—This course is mainly one of technic. The student prepares all the common media, inoculates specimens of many of the different forms of bacteria and studies the growth and action of the same. He also gets a fair idea of the methods of identification of common forms, making slides from the cultures.

The lectures connected with this course are designed to bring out the relation of the subject to hygiene and the basic relations of bacteria to disease. The history of the subject and its relation to Scientific Medicine are also brought out.

The work is so arranged that a person desiring to get a theoretical knowledge of the subject can enter the lectures and get half credit in hours.

8. EMBRYOLOGY—In this course the student follows carefully the development of the chick, makes slides of the embryo at different ages from four hours up to seventy hours, and prepares museum specimens of the chick from that to twenty-one days. He supplements his work with careful reading and comparison with the development of the mammal, and makes dissections of a fetus of pig or cow. Serial sections of pig embryos from 5 mm. to 30 mm. are studied throughout the entire course.

9. PHYSIOLOGY—In this course the frog is used to a large extent in performing the experiments in the first semester. A complete set of the Harvard apparatus is in constant use. The activities of the muscles and all the vital organs are observed and tracings made in many cases. The relation of the nerves to the muscles is shown in many ways, including the central nervous system and the sympathetic system.

Chemical Physiology will occupy the second semester.

Course 2, as well as the requirements leading up to it, must be taken before entering upon this course.

10. HUMAN ANATOMY—This course is designed to give the prospective medical student a chance to get a start in anatomy before going to a medical college, and also to enable the stu-

dents preparing to teach physiology in the high schools and colleges to go into the real merits of the science. Special teachers will find these courses in anatomy and advanced physiology of great benefit in their work.

11. HISTORICAL BIOLOGY—This course will bring out the fundamental ideas of Biology, and men and conditions under which these ideas were given to the world. The different theories of the origin of the species will be discussed. Natural selection, adaptation, mutation, etc., will receive a prominent place. All these discussions bear upon the great question of Heredity. To bring out all the above topics the biography of the leaders of Biology will be used to a large extent. Thirty-six college hours will be allowed for the completion of the course.

12. SANITATION—This course will be an advanced course in Hygiene and presupposes a thorough knowledge of Physiology. Nothing less than a first-class high school course in Physiology will be accepted. This course will, in no sense, take the place of the course in Elementary Physiology, described above. A good practical knowledge of bacteria and their relation to disease will be obtained. The laboratory work will be largely the culture and the observation of bacteria both in a general way and with the microscope. Fundamental questions of sanitation, both municipal and personal, will be discussed. The legal side, as well as the scientific side, of school inspection, etc., will be discussed. Summer term and first semester.

13. ENTOMOLOGY—This course is offered for the Summer term. It will be an advanced course in Nature Study, consisting of a large amount of field work and the making of a collection of insects. The lectures will consist of a discussion of some of the larger economic questions of the relation of insects and plants. The laboratory work will consist of the study of some typical forms of insects.

#### DEPARTMENT OF MEDICAL SCIENCES

*It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in medical schools, whereby a year's time might be gained. With this object in view, the Department of Biology now offers such*

work as is, in conjunction with Physics and Chemistry, recognized by the best of these schools the full equivalent of a year's professional study.

The laws in many states are such that no time credit can be given for this work, but our students get credit in all the Medical Colleges for subjects completed, which gives them time to specialize in some subject during their medical course. The advantage of this cannot be overestimated.

The Departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The Biological work is, from the very outset, suited to the needs of the medical student. To this end it properly begins with General Biology, to be followed by a comparative study of animal forms and of phanerogamic and cryptogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the entire course close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of microscopic objects, and the student is taught the technic of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of the human body. Arrangements have been made whereby students of the University are allowed, under certain conditions, to attend post-mortem examinations and to assist in the work. The laboratory is provided with modern apparatus for accurate investigation of disease germs, and the student is therefore required to do practical work in the all important subject of Bacteriology.

Among the books of reference to be found in the library may be mentioned Gray's Anatomy, Quinn's Anatomy, Holden's Anatomy, Landois and Sterling's Physiology, Hertwig-Mark's Text-book of Embryology, *Lehrbuch der Vergleichenden Entwicklungsgeschichte* (Korchelt & Heider), Minot's Human Embryology, Zeigler's General Pathology, Stoehr's Histology, Von Kohl's Pathological Histology (Korchelt & Heider,) Text-book of Embryology of the Invertebrates, Wilder and Gage's Anatomical Technology, Weidersheim's Comparative Anatomy, Sternberg's Bacteriology, Reference Hand-book of Medical Sciences, Spalteholz's Hand Atlas of Human Anat-

omy, and standard texts and guides in Histology. The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy, Histology, Physiology, Structural and Systematic Botany, Vegetable Histology, Embryology, and Bacteriology.

## CHEMISTRY

PROFESSOR BENTLEY.

J. R. MORTON, *Assistant Professor.*

J. B. DICKSON AND J. R. COLLINS, *Laboratory Assistants.*

The aim of the Chemical Department is two-fold. It offers to the general student the opportunity of becoming acquainted with the principles of this science and gives him practice in some of the methods used in the chemical laboratory. To a smaller number of students the Department offers superior advantages for more advanced work both theoretical and practical. The Department also possesses a growing collection of reference books which will meet the requirements of students who make Chemistry their special field for work.

1. GENERAL DESCRIPTIVE CHEMISTRY—This course consists of three lectures and one laboratory period each week throughout the year; also a quiz alternate weeks. It consists of a study of the fundamental principles of the science, and a general study of the more important elements and their compounds. This course serves as an introduction to all higher courses in Chemistry, is required of all candidates for the degree of B. S. and is elective for all others. Credit, eight semester hours.

2. ELEMENTARY DESCRIPTIVE CHEMISTRY—Shorter course. Two lectures or recitations and one laboratory period per week throughout the year; also one quiz or one laboratory period alternate weeks. This course is required of all candidates for the degree of A. B. except those who elect Physiology.

It may also be selected as fulfilling the requirements in Elementary Chemistry by those pursuing Domestic Science or Agricultural Courses. Credit, six semester hours.

This course is parallel with, but less complete than Course 1. It is recommended that students, desiring to pursue the subject further, should select the more complete course.

*Note.* The laboratory work in Course 2 is the same as in Course 1 and especial care and attention is given to each student individually.

3. **QUALITATIVE ANALYSIS**—This course extends throughout the year and consists of six hours of laboratory work and one recitation each week. A study is made of compounds, both soluble and insoluble, whereby the student becomes familiar with tests for bases and acids, and methods of separating them.

The recitations will consist in part of discussions of laboratory methods, and in part of a consideration of the fundamental principles underlying analytical chemistry, both qualitative and quantitative. This course serves a double purpose; systematizing the work done in elementary chemistry and preparing students for a more advanced study of the subject.

Students who have already completed the laboratory requirements of the course may take the class work only. Credit for the class work, two semester hours. Credit for the entire course, six semester hours.

4. **QUANTITATIVE ANALYSIS**—A laboratory course is offered, equivalent to six semester hours of credit. It comprises a series of determinations, illustrating the fundamental principles and methods, involved in gravimetric and volumetric analysis. Prerequisite, Course 3.

5. **ORGANIC CHEMISTRY**—This course consists of three recitations each week throughout the year. A careful study is made of the constitution, preparation and properties of the typical compounds of the aliphatic and aromatic series. Credit, six semester hours.

5a. **ORGANIC PREPARATIONS**—A laboratory course designed to accompany Course 5. Credit, four semester hours.

6. **PHYSICAL CHEMISTRY**, including Electrochemistry. Three recitations per week throughout the year. This course supplements the work given in Courses 1 and 3 and presents to the student the more recent developments in chemical theory. It is recommended to all students who contemplate teaching chemistry, as well as to those who expect to enter the practical field.

Text-books, Walker's Introduction to Physical Chemistry and Lehfeldt's Electro-Chemistry. Credit, six semester hours.

6a. PRACTICAL PHYSICAL CHEMISTRY. A laboratory course designed to accompany Course 6. Credit, four semester hours

*Note.* Courses 5 and 6 are given alternate years. Course 5 will be offered in 1912-13.

7. ADVANCED QUANTITATIVE ANALYSIS. This course is offered to those who have completed Course 4 and will be arranged to suit the needs and demands of the individual student. It may consist of limestone, coal (promimate analysis and thermal test), ore, water, soil or gas analysis; also analysis of alloys.

8. ELEMENTARY AGRICULTURAL CHEMISTRY. A three hour course given the second semester. Especial emphasis is placed upon the practical application of elementary chemistry to soil problems. It also embraces a study of soil formation, and methods of soil improvement.

Credit, three semester hours.

9. ADVANCED AGRICULTURAL CHEMISTRY. This course supplements Course 8 and is intended for those who are preparing for a more advanced study of Agriculture and Forestry.

10. SANITARY AND APPLIED CHEMISTRY. This course is especially adapted to the needs of those taking Domestic Science. It will treat that particular phase of chemistry which pertains to the daily life of the household. Prerequisite Course 1 or Course 2.

11. INDUSTRIAL CHEMISTRY. This course consists of recitations and reports made by the students. This is a very practical course and deals with the applications of chemistry to modern industrial processes.

Thorp's Industrial Chemistry is used as a guide. Credit, six semester hours.

12. METALLURGY. An elementary course is offered and will be equivalent to a credit of six semester hours.

*Note.* Courses 11 and 12 are given alternate years. Course 12 will be offered in 1912-13.

13. INORGANIC PREPARATIONS. This is a laboratory course and will be arranged to suit the requirements of the individual student.

14. RESEARCH. Students desiring to work out a thesis in this Department will find facilities for work in almost any line. The aim of the Department is to give the student an opportunity to develop a spirit of independence and self-reliance in chemical work.

## DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

PROFESSOR ELSON

### FIRST SEMESTER

### SECOND SEMESTER

	hrs		hrs
Economics	3	European History	3
Advanced American History	3	Adv. American History	3
British Empire	3	Advanced Economics	2
Methods of Taxation	2	International Law	2
Ancient Civilization	2	Mediaeval Civilization	2
Comparative Governments	2	Advanced Civics	2

### Modern European History—Required

This department is devoted to the study of the rise of absolutism on the ruins of feudalism, and the later development of constitutional governments in Europe.

Chief among the topics in this study are: The Decline of the Holy Roman Empire and of Spain, the Reformation of the Sixteenth Century, and the Religious Wars, Development of Parliamentary Government in England, the French Revolution and its momentous consequences, and the Unification of Italy and of Germany.

The text for class work is Schwill's "Political History of Modern Europe." In the library will be found for consultation Fyffe's "Modern Europe," Andrew's "Development of Modern Europe," Thier's "French Revolution," Guizot's "History of France," Cambridge "Modern History," Rohinson's "Readings in European History," all the standard histories of England, Henderson's "History of Germany," and many other works.

### United States History

The importance of the study of United States History in preparing citizens to exercise the duties incumbent upon them as members of the body politic is growing more apparent

every year. Therefore the aim of the teaching in this department is so to read the history of the past as to throw light upon present civic and economic problems, and thus aid in their solution. The disciplinary value of the subjects included in this department is kept constantly in view. History is regarded as a record of the social, economic, moral, and political life of the people. Environment, former ideas, and changing industrial conditions are all considered as important factors in determining the course of events. The work of our great leaders in thought and action is studied carefully in connection with the history of the people. Students are encouraged to investigate the civil and economic questions of the present day with minds as free as possible from partisan prejudice and preconceived opinions.

The standard books in Civics and Economics are studied, and the views therein expressed are freely discussed in the class-room. Government publications, magazine articles, and other valuable material are read for the purpose of obtaining all the light possible upon the subject under discussion, as well as to broaden the mental vision of the student.

#### **Advanced American History—Elective**

##### **FIRST SEMESTER.**

After a brief review of the Colonial and Revolutionary periods, the intensive work of the course begins with the national period and covers the seventy years to the Civil War. Special study is devoted to establishing government under the new constitution, to the second war with England, its causes and results, to the high water mark of democracy under Jackson, and to the fierce political battle over slavery preceding the Civil War.

##### **SECOND SEMESTER.**

A study of the Civil War, especially the political features and underlying causes of government policies, followed by a study of Reconstruction in its deeper phases, will constitute the first part. After this will follow a careful study of the changing conditions that followed the war, the industrial development of the last half century, the most recent presidential campaigns and their issues, and finally the purposes and principles

of the great political parties of the present.

Elson's History of the United States will be used as a guide in the foregoing course; but much of the work will be research work in the library, where may be found the Congressional Record, a great many books on special periods, biographies, and also, the Madison Papers. The Federalist, Poore's Constitutions and Charters, American State Papers. The Congressional Globe and Record will be used in connection with the standard histories. The volumes of Bancroft, Rhodes, Von Holst, Schouler, McMaster, Hart, Channing, Cambridge Modern History, Vol. vii, and the American Statesman Series, and the American Nation Series are constantly at hand for reference. Hamilton's, Jefferson's, Clay's and Calhoun's works are always accessible and often used.

### SPECIAL ELECTIVES

#### FIRST SEMESTER.

The British Empire—This is a study, as exhaustive as time will permit, of the development of the British Empire. Beginning with the Tudors, the long strife between the Sovereign and Parliament, the warfare between the Stuarts and the Puritans, the reign of Walpole, the reaction under George III. and its disastrous results, the 19th Century reform in Parliament and the expansion of the island Kingdom into a world empire, the greatest in history—these form the chief topics of study. No text book is required.

#### ANCIENT CIVILIZATION.

This is a study of the great empire of antiquity including Greece and Rome, their modes of life, methods of warfare, forms of religion and their bearing on medieval and modern life. It is followed in the second semester by a similar study of *Medieval Civilization*. In each the text book used is by Seignobos, a Frenchman and one of the greatest living historical scholars.

#### METHODS OF TAXATION.

This is a study of the various forms of taxation in our States in the United States and in other countries, the object being to ascertain the most equitable methods and to show the weak points in many of our tax laws. No separate text book is used.

**INTERNATIONAL LAW.**

"Wilson & Thacher" as a text, takes up the great questions of international relations, customs and the like, with a notice of important treaties past and present.

**ADVANCED CIVICS.**

This is a senior required study, optional with philosophy. It is a study of world politics and of the great governmental problems in their deeper phases.

**COMPARATIVE GOVERNMENT.**

This is a study of the present-day working of the great governments, how they resemble and differ from one another and from our own. Political theories and political parties of the various countries are carefully compared. "The State" by Woodrow Wilson is used as a text book, and much use will be made of President Lowell's work on this subject.

**ECONOMICS.**

The regular required Economics, given in the freshman year, first semester, is a study of this great subject in its elementary form, with "Ely & Wicker" as the text book.

In the second semester follows the elective, advanced Economics, intended for the higher collegiate classes, none being eligible who has not taken the Freshman work. President Hadley's book will be used as a text.

## PHILOSOPHY, ETHICS, AND SOCIOLOGY.

PROFESSOR TREUDLEY.

### OUTLINE OF COURSES

FIRST SEMESTER		SECOND SEMESTER.	
No.	Courses.	No.	Courses.
1.	Introduction to and History of Philosophy. Three hours.	1.	Introduction to and History of Philosophy. Three hours.
2.	Philosophy of Aesthetics. Two hours.	3.	Philosophy of Religion. Two hours.
4.	Logic. Three hours.	5.	Readings in Philosophy. Two hours.
6.	Ethics. Three hours. Required in some courses.	7.	Advanced Ethics. Two hours.
8.	Readings in Sociology. Two hours.	9.	Problems in Philosophy. Three hours. Required in some courses.
10.	Studies in Ancient and Medieval Classics. Two hours.	11.	Studies in Ancient and Medieval Classics. Two hours.
		12.	Sociology. Two hours. Required in some courses.

**REMARKS**—The work of this department, subject to limits of time, is intended to afford students some real insights into the theoretical and practical details of the subjects offered. There is pre-supposed some maturity of thought and experience because these studies deal with life in its most fundamental relations. Various courses are offered to meet varying needs.

**COURSE 1**—Students seeking the Degree of Bachelor of Arts may select Philosophy Course 1, but if so, they must pursue it throughout the year. The work embraces during the first semester a study of philosophical problems, after which the subject leads into the history of philosophy, dealing chiefly with Greek systems of thought. Medieval and Modern Philosophy is studied during the second semester.

**COURSE 9**—Students seeking the degree of Bachelor of Science in Education are required to pursue this course. It is offered as will be observed in the second semester, and deals with the problems of philosophy somewhat more elaborately than does Course 1.

COURSES 2, 3, and 5—Three elective courses of two hours a week are offered viz., Philosophy of Aesthetics, Philosophy of Religion, and Readings in Philosophy. These courses are designed to serve the purposes of students of maturity of thought and somewhat extended experience who would like to look more deeply than ordinarily into these great fields of expression of human life. It is hoped to throw some permanent light upon the questions presented so as to enable the student to realize in some degree their significance.

COURSE 6—This course in Ethics involves both a theoretical and practical treatment of the subjects of morals. It is required of all students seeking the degree of Bachelor of Science in Education from the State Normal College.

COURSE 7—To those persons desiring further work along ethical lines Course 7 is offered in the second semester. This deals with modern ethical problems and is pursued by means of lectures, readings, and reports.

COURSE 4—The course in Logic embraces, together with the study of the theory of logical operations, many exercises for practice. Examination is made of the arguments of editorials, public speeches, etc., with the view to develop skill in the appreciation of truth and the detection of fallacies.

COURSES 8 and 12—Course 8 is a reading course and deals with the larger movements of social life. It is informational in its nature and pre-supposes a fair degree of general intelligence but not special training. It is conducted by means of reading in the library, lectures, and reports. Course 12 is required of all students seeking the degree of Bachelor of Science in Education from the State Normal College. It is required also of all candidates for the diploma in Elementary Education, Kindergarten and other courses. It embraces in its scope a study of the structure of society and the forces operative.

COURSES 10 and 11—By way of general application to conduct and because the subjects considered are expressive of deep literary, historic, ethical and philosophical values, courses 10 and 11 are offered. Amongst the works considered are Job, Greek Tragedy, and Dante's Divine Comedy. They are recommended to students interested in the cultural side of education.

and who are seeking to become acquainted with some of the supreme master-pieces of human thought.

These varied lines of study are proposed in the hope of meeting the needs of students both in adjusting and balancing their programs of study and in rounding out their education.

## DRAWING AND PAINTING

MARIE LOUISE STAHL, *Instructor.*

The great importance of the study of drawing is coming to be recognized by our best educators. Dr. Denman Ross, of Harvard University, in his speech delivered at the dedication of the Rhode Island School of Design, said: "The arts first, pure learning and science afterward, then all together. That is the programme of the new education which is going to give us the wisdom of life with the power of arts; the education which is going to teach us what to do and how to do it. Those who can go to college ought to acquire a very considerable training in the principal arts and knowledge of the best thought that has been put into them."

There is perhaps no other study that develops so many phases of man's nature as the study of art. It makes one think, observe, gives skill with the hand, creates a love for the beautiful in nature and in art; or, in other words, cultivates the æsthetic sense which has a direct moral influence and expresses itself in our daily life. "What we like determines what we are, and is a sign of what we are, and to teach taste is inevitably to form character." The work in this Department is carried on as much as possible after the manner of our best Art Schools.

A thorough foundation in drawing is necessarily the basis for specializing in any phase of art work or artistic handicraft. The student begins with still-life and perspective drawing, and, as he advances, draws from the cast and the living model. Studies in composition are required from the more advanced students. Any individuality in the student is encouraged, and no fixed method is insisted upon. In painting, instruction is

given in oils, water colors, pastels, and porcelain decoration—for which a kiln has been provided. Some knowledge of form proportion and mass of light and shade is necessary, through the study of charcoal drawing, before the student can begin to paint. To those desiring it, instruction in out-of-door work will be given, providing the pupils are sufficiently advanced. Students in the Engineering Department will vary the medium from charcoal to pencil and pen and ink.

Talks are given to the students on architecture, sculpture, and painting. These talks are illustrated with photographs, casts, and lantern slides. There is also an abundance of illustrative material in the many art periodicals and works on art which are kept in the studio for the use of students.

**SCHOOL OF COMMERCE****Faculty\***

ALSTON ELLIS, PH. D., LL. D.,  
*President.*

CHARLES M. COPELAND, B. PED.,  
*Director and Professor of Accounting and Commercial Law.*

MABEL K. BROWN, PH. B.,  
*Instructor in Stenography.*

MINNIE FOSTER DEAN,  
*Instructor in Typewriting.*

GEORGE C. PARKS, PH. B.,  
*Instructor in Commercial Branches.*

Ohio University began, in 1893, to offer courses in commercial studies. The increasing demand for this kind of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches and some required work in English and History. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These and the special students who had a good preparatory training were greatly benefited, and those who desired it have had no trouble in finding employ-

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\*The required work in English, History, Economics, Education, Psychology, Science, and Modern Language is taken in the regular University classes.

ment. But the greater part of the special students with meager preparation were poorly equipped for a successful business career, even after they have made a good record in their commercial studies.

As a result of this observation the entrance requirements and the courses of study, for students desiring to take commercial work, were gradually extended until 1909, when conditions justified the organization of a School of Commerce with two courses of study, each including two years or 60 semester hours of collegiate work as outlined elsewhere in this catalogue.

Students in the School of Commerce have the same privileges in the University library, reading-room, literary societies, and gymnasium as regular students, and may enter any of the preparatory or collegiate classes without extra charge. Commodious rooms in Ewing Hall have been well equipped for this work. The commission, wholesale and retail offices and the bank, in the office department, are well arranged for instruction purposes. Here students receive the training that comes from filling the principal as well as the subordinate positions in such offices. In the bank they pass from the work of collection clerk to that of bookkeeper, teller, and cashier; in the railroad office, they are agent and clerk; in the commission office, receiving clerk, shipping clerk, bookkeeper and manager; in the wholesale office, shipping clerk, bookkeeper and manager.

**ADMISSION**—The requirements for entrance to either course in the School of Commerce are the same as the requirements for entrance to the Freshman class of the University, namely, fifteen units of secondary credit. Graduates of high schools of the first class are usually able to enter without condition. Students who have not the necessary amount of entrance credit may make it up in the State Preparatory School.

**DIPLOMAS AND COLLEGE CREDIT**—Diplomas will be granted to those who complete either course in the School of Commerce. Students in the degree courses of the University may take part of their elective work in the School of Commerce, and in this way they may in four years obtain both their degree and the diploma in the course in commerce.

**DEGREE COURSE FOR GRADUATES**—Graduates in either of the two-year courses in the School of Commerce must have at

least 60 semester hours of college credit. Upon the completion of 60 additional semester hours of college work, outlined by the Dean of the College of Liberal Arts, graduates of the Commercial Course will be granted the A. B. or B. S. degree, provided that at least 45 of such additional hours have been done in the required work of the course leading to the degree to be conferred. Upon the completion of 60 additional semester hours of college work, outlined by the Dean of the State Normal college, graduates of the Teachers' Course in Stenography will be granted the degree of Bachelor of Science in Education, provided that at least 45 of such additional hours have been done in the required work of the course leading to said degree and that in the entire course not less than 30 semester hours in professional subjects have been taken.

**SPECIAL STUDENTS IN ACCOUNTING AND STENOGRAPHY**—Persons wishing to take only Bookkeeping and Stenography will be admitted as special students. Certificates showing the nature of the work done and signed by the President of the University and Director of the School will be issued to students who complete a year's work in Accounting or Stenography and have credit for the English, History, and Civics required in the first preparatory year. A passing grade in Penmanship will be required of those who receive the certificate for Accounting.

**FEES**—All students pay a registration fee of \$9.00 per semester. Besides this, there is an extra fee of \$7.50 per semester for Stenography and Typewriting. The fee for Typewriting alone is \$3.00 per semester. The fee for the diploma is \$5.00, and for a certificate, \$1.50.

**POSITIONS**—The University does not guarantee positions to graduates in any course. However, only a small number of those who make a good record in work and conduct have trouble in finding desirable employment. The management of the School of Commerce has always taken much interest in recommending students to places which they can fill, and no school in the country can show a larger percentage of its graduates at profitable employment. On account of the limited scholarship required in the average commercial school, its product is not in favor with progressive business men. A

general culture, as well as a knowledge of commercial branches, is demanded of those who seek important positions. Such a course as the one outlined in this catalogue will meet the approval of those who are looking for competent help, and the young man or woman of good character who completes it will be in demand.

**COMMERCIAL TEACHERS**—High schools of all grades are organizing commercial courses. This creates a demand for competent teachers of commercial branches. The competition for these places is not strong, for many of those who are acquainted with the subjects to be taught are not eligible to high school positions on account of limited education or a lack of experience in teaching. Teachers who have had successful experience would do well to consider the commercial courses of this institution with a view to high school work. While pursuing this course they would have an excellent opportunity to study Methods in Teaching in the classes of the State Normal College of the University.

### DESCRIPTION OF WORK

Those studies in the courses which are not described below are outlined under the head of the department to which they belong.

1. **THEORY OF ACCOUNTS.** Four recitations per week and offered in each semester. This course is for beginners in accounting and is planned to give the student an understanding of the fundamental principles of the science. By numerous drills and problems students are made acquainted with a variety of account books used in retailing and wholesaling and with the business papers connected with the transactions proposed for entry.

2. **THEORY OF ACCOUNTS.** Four recitations per week and offered in the second semester. This course is open to those who have had Theory of Accounts. It deals with the modern systems used in the more complex forms of business, such as banking, commission, and manufacturing. An important feature of this course is the work in the railroad, commission, and wholesale offices and in the bank by which the student is brought into actual business relations with the students of this and other schools through a great variety of transactions.

3. COMMERCIAL LAW. Three recitations per week in the second semester. This work deals in a general way with the subjects of contracts, agency, partnership, corporations, sales, and negotiable paper, and is intended to give students a practical acquaintance with the fundamental principles of each. Considerable time will be spent in studying actual cases and in drawing business papers.

4. NEGOTIABLE CONTRACTS—One recitation per week in the first semester and open to those who have had Commercial Law. The Uniform Negotiable Instruments Law is used as a text in this course.

5. CORPORATION ACCOUNTING AND LAW—Three recitations per week in first semester and open to those who have had Theory of Accounts 1. This course deals with the law and accounting connected with the organization, financing, management, dissolution, and re-organization of corporations.

6. CORPORATION AND TRUST FINANCE—Two recitations per week in second semester and open to those who have had Corporation Accounting and Law. A study is made of the movement toward combination of enterprises and large aggregations of capital. Cause, method, and effect are considered with a view to giving the student a proper attitude toward this important question.

7. ACCOUNTING PROBLEMS AND SYSTEMS—Three recitations per week in the second semester and open to those who have had Theory of Accounts and Corporation Accounting. In this course systems for various businesses will be devised, criticised, and compared, and the principles of accounting will be applied to the solution of a number of difficult problems. Considerable attention will be given to Cost Accounting.

8. COMMERCIAL SEMINAR—One recitation per week throughout the year and open to students who have had Theory of Accounts and Commercial Law. The Banker's Magazine, Journal of Accountancy, and articles on commercial subjects in other magazines will form the basis of this work.

9. MONEY AND BANKING—Two recitations per week in the second semester. This course consists of a study of the origin, use and history of money as a medium of exchange with special reference to the financial history of the United States.

It includes a study of the history, utility and functions of banks, and particularly of those governed by the National Banking Act.

**10. INDUSTRIAL AND COMMERCIAL GEOGRAPHY**—Two recitations per week in the first semester. The rapid expansion of our domestic and foreign commerce has made it necessary for the modern business man to inform himself as to the various natural and manufactured products which are bought and sold in the world's markets.

In this work a study is made of commercial conditions as they are found in various parts of the world as a result of certain physical and political influences, of the products of man's industries and commerce, and of the conditions of inter-dependence existing among different parts of the civilized world.

**STENOGRAPHY I AND II**—Designed for students who wish to fit themselves for amanuensis work. Students are prepared to take from dictation commercial correspondence and different forms of legal papers, including contracts, conveyances, wills, and court pleadings. The notes are transcribed on the typewriter and a high standard of neatness and accuracy is maintained. As soon as they are able to do so students are required to take dictation for an hour a day from the phonograph. Four hours of credit.

**STENOGRAPHY III AND IV REQUIRED IN TEACHERS' COURSE**—This course is intended to prepare students to teach Stenography, and is open to all who have completed Stenography I and II. After a careful review of the principles of outline formation the student is drilled in advanced methods of writing. A much higher speed is required and matter dictated is of a difficult character. Three hours of credit.

**AMANUENSIS WORK I AND II**—Practice in transcribing from notes matter of difficult and complicated character. Two hours of credit.

**TYPEWRITING AND COMPOSITION I**—The student's first efforts are directed toward acquiring a command of the keyboard by the touch method. This is followed by extensive practice in copying correct business papers, neatness and accuracy being insisted upon from the beginning. A text in the hands of the students is made the basis of a careful study of the principles of

composition, and such work is done as will require the application of these principles.

Three recitations per week.

Students taking this course are expected to practice one (1) hour per day on the typewriter in addition to the hours of class work. Two hours of credit.

**TYPEWRITING AND COMPOSITION II**—The text in composition begun in I is completed in II, and is followed by a course in letter writing in which the students carry on, from data furnished, the correspondence of one or more business firms. In this connection thorough training is given in tabulating, manifolding, filing, mimeographing, etc.

Three recitations per week.

Students taking this course are expected to practice one(1) hour per day on the typewriter in addition to the hours of class work.

Two hours credit.

The typewriter room is amply supplied with new standard machines and tabulators, and is equipped with mimeograph, letter-press, electric phonograph, and all modern, up-to-date office appliances pertaining to this work.

Beginning classes are formed each term.

**PENMANSHIP**—Students in the commercial course who do not write a good hand are required to take regular instruction. The modern business man demands of his bookkeeper or clerk the ability to write rapidly and legibly. Movement is the foundation of Penmanship.

The constant aim in all exercises given is to develop plain writing with an easy, rapid movement.

## COMMERCIAL COURSE

## FIRST YEAR

## First Semester

Theory of Accounts I.....	(4)
American History.....	(3)
English Composition.....	(2)
Modern Language.....	(3)
Political Economy.....	(3)

## Second Semester

Theory of Accounts II.....	(4)
American History.....	(3)
English Composition.....	(2)
Modern Language.....	(3)
Commercial Law.....	(3)

## SECOND YEAR

## First Semester

Corporation Accounting & Law (3)
Negotiable Contracts.....(1)
Commercial and Ind. Geog.....(2)
Commercial Seminar.....(1)
Modern Language.....(3)
European History.....(3)
Public Speaking.....(2)

## Second Semester

Money and Banking.....(2)	
Corporation and Trust Finance (2)	
Accounting Systems and Problems .....	(3)
Commercial Seminar.....(1)	
Modern Language .....	(3)
English.....(3)	
Advanced Economics } or Constitutional Law }.....(2)	

Students wishing to take Stenography I and II and typewriting and Composition I and II will be permitted to make substitution in second year, subject to the approval of the Director of the School of Commerce.

## TEACHERS' COURSE IN STENOGRAPHY

## FIRST YEAR

## First Semester

Stenography I.....	(4)
Typewriting and Composition I(2)	
English Composition.....	(2)
American History.....	(3)
Introductory Psychology.....(3)	
Elective.....(1)	

## Second Semester

Stenography II.....	(4)
Typewriting and Comp.....II (2)	
English Composition.....	(2)
American History.....	(3)
Elective.....(4)	

## SECOND YEAR

## First Semester

Stenography III.....(3)	
Amanuensis Work (Stenog.) I...(2)	
English .....	(3)
Principles of Education.....(3)	
Elective.....(4)	

## Second Semester

Stenography II .....	(3)
Amanuensis Work (Stenog.) II.(2)	
English .....	(3)
Principles of Education.....(3)	
School Management.....(2)	
Elective.....(2)	

Substitutions in the Commercial Course and in the Teachers' Course in Stenography, not otherwise provided for, may be made upon the consent of the Committee on Registration,

## COLLEGE OF MUSIC

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### Faculty

ALSTON ELLIS, PH D., LL. D.,  
*President.*

JAMES PRYOR MCVEY, PH.B., DIRECTOR,  
*Voice, Piano, and Organ.*

MARGARET EDITH JONES, MUS. B.,  
*Piano and Harmony.*

NELLIE H. VAN VORHES,  
*Piano and Virgil Clavier.*

ANN ELLEN HUGHES, MUS. B.,  
*Voice.*

PAULINE A. STEWART,  
*Voice and History of Music.*

BESSE IRENE DRIGGS,  
*Piano and Organ.*

JOHN NEWMAN HIZEY,  
*Violin.*

EUGENIA MAY LISTON,  
*Public-School Music.*

From the experience of all who have been observant of those matters it is proved that the natural place for a college of music is among the other colleges of a university. The close affinity existing between literature and the arts justifies the statement that only in such surroundings as these can the student of music acquire that familiarity with language, literature, history, etc., as will make him a musician worthy of his art. Music requires much special study. She is a jealous, exigent muse, and those who serve her must serve diligently; but a full and well-trained mind must be brought to bear upon the interpretation of the

master works which have been produced by those intellectual giants among both the ancients and the moderns of musical history. He who does not know history and literature can not grasp the full meaning of the great tone works, the study of which is required in a thorough musical course.

This being a College of the University, its students are given the opportunity to acquire a liberal education, which is necessary for the complete rounding of a musical course. Too much stress cannot be laid upon the advantage of intimate association with a great seat of learning, having its libraries, laboratories, lectures, and classes in all the varied departments of liberal education.

The College is well equipped for the special work it offers. The rooms it occupies are well adapted for the purpose for which they are used. Two grand pianos for concert purposes, twenty-eight pianos, of good make, for individual instruction and private practice, a pipe organ, and numerous band instruments are in almost constant use. These are kept in serviceable condition at all times.

## DIPLOMA

A diploma is granted by the Trustees of the Ohio University to those completing the Musical Course to the satisfaction of the faculty of the College of Music. For the diploma four studies are required—a major and a minor in applied music, and the complete course in Harmony and in the history of Music. Those finishing the course in piano must have had at least one year of study of voice or instruction upon some musical instrument other than the piano. Those finishing the course in voice or violin must have had at least one year of piano. The courses in the Harmony and in the History of Music are required of all who expect a diploma. One year of a modern language is also required.

## ENTRANCE REQUIREMENTS

The classes in the College of Music are open to any one wishing to take special work, but not desiring to graduate. Those expecting a diploma must have completed a high-school course of fifteen units or the equivalent. Work which has not already

been done can be carried on by the students in the State Preparatory School while pursuing earlier musical study.

The requirements for admission to the advanced classes in the College of Music are the same as those for admission to the Freshman class of the University, with these exceptions: that modern languages may be substituted for Latin, and that additional units in history, English, or in languages may be substituted for the advanced mathematical work required.

## COURSES OF STUDY

It is understood that these courses are merely suggestive, and are in no sense to be considered as mentioning all the work given. This is determined by the needs of the individual pupil and is limited only by the bounds of the literature of music.

### ELEMENTARY WORK

Children should have instruction as early as possible, that they may cultivate the talent with which they are naturally endowed. The instruction should be the best, since without a good foundation no artistic excellence is possible. Even in the elementary department the pupils appear early in recitals, thus acquiring ease and precision.

### PREPARATORY WORK

Technique is carefully studied. Taste and style are cultivated and the student is taught to grasp intelligently the composition and ideal of the composer.

### NORMAL AND ARTIST DEPARTMENT

For those who expect to teach and those who expect to do concert or other professional work, the opportunities offered are excellent. Students of the College of Music have already gone into the different professional fields and have met with success born only of faithful study and excellent training. Special illustrated lectures on the art of teaching are given, the students from the different departments are chosen to appear before the Normal classes.

The sight-singing and chorus classes give helpful training to those who expect to take up choir work or to teach music in public schools. The frequent students' recitals and concerts, the oratorio or opera given by the College, afford ample opportunity for those who expect to become professional artists.

### COURSES IN PIANO

Grade 1—Theory of technic, simple exercises; little studies by Kohler, Gurlitt, Czerny, Loeschorn; elementary pieces by Clementi, Mozart, Gurlitt and others.

Grade 2—Czerny's School of Velocity, studies by Duvornoy, Heller, Loeschorn; sonatinas of Mozart, Clementi, Kuhlan; pieces of Reinecke, Gurlitt, Heller, and Schumann.

Grade 3—Loeschorn studies, Op. 67; Czerny School of Velocity; Bach's Inventions(two voice); Trill Studies of Krause; Octave Studies by Jean Vogt or Kullak; Easier Studies of Cramer; Sonatas of Haydn, Mozart, Beethoven; pieces by Lack, Godard, Chaminade.

Grade 4—Studies by Cramer; Octave Studies of Wolff; Daily Studies, Czerny; Bach Inventions(three voice); Sonatas, Mozart, Dussek, Beethoven; Selections from Mendelssohn, Chopin, Schubert, Schumann, Raff, Scharwenka, Godard, Champinade, Leschetizky, Tschaikovsky, and others.

Grade 5—Clementi's Gradus ad Parnassum, Tausig's daily exercises, Mason's Touch and Technic, Bach's Well-Tempered Clavichord, Chopin Studies, Henselt Studies, Sonatas of Beethoven; Liszt's Rhapsodies; Composition of Mendelssohn Moscheles, Chopin, Rubinstein, Raff, and others.

### Course In Vocal Culture

Individual voices differ so widely in their needs that this course can be indicated only in a general way.

GRADE 1—Lessons in breathing, voice placing, intervals, exercises for blending registers, tone-production (continued throughout the course as needed); Studies by Concone, Vaccai, and others; easy songs by American, English, and German composers.

GRADE 2—Intervals with portamento, scales, arpeggio, solfeggio; Studies in Concone, Marchesi, English Ballads, Mendelssohn's Songs, Sacred Songs.

GRADE 3—Scale, arpeggio, turns and trills in more rapid tempo, vocalises of Concone, Marchesi, English, German, French and Italian songs; more difficult church music.

GRADE 4—Major and minor scales, chromatic scales, Concone's Fifteen Vocalises, recitative and aria, German, French, and Italian Opera, easier oratoria arias; more difficult songs of Schubert, Schumann, Greig, Jensen, Liszt, Lassen, Brahms and others.

GRADE 5—Bravura and Coloratura singing; difficult concert songs; complete opera and oratoria with traditional rendering; special study of Creation, Redemption, Elijah, Messiah, and the Passion Music of Bach.

Students of voice expecting certificates must know enough of piano to play simple accompaniments.

SPECIAL NOTICE—A well planned, thorough course in Public School Music is offered. See descriptive statement connected with the State Normal College.

#### Pipe Organ Course

Students of organ must have had at least one year's work in piano.

GRADE 1—Stainer's Organ Primer, Merkel's Organ Schools, Rink's Second Book; Hymn Playing, Transposition; Theory.

GRADE 2—Dudley Buck's Studies in Pedal Phrasing, Rink's Third Book; easier church anthems, accompaniments; Harmony.

GRADE 3—Lemmon Organ School, Part 1, Rink's Fourth Book; pieces by Batiste, Wely, Widor, West, Guilmant, and others; counterpoint.

GRADE 4—Rink's Fourth Book; Mendelssohn's organ sonatas, Bach's Fugues; accompaniments and Masses, oratorios, etc.; Counterpoint, Canon, and Fugue.

#### Course In Violin

GRADE 1—Hermann Method—Book I, Kayser—thirty-six progressive studies, Op. 20, (Nos. 1 to 18), Easy pieces by Dancla, Papani, Bohn, Hermann, etc.

GRADE 2—Hermann Method—Book II, Schradieck—Finger Exercises, Kayser—thirty-six progressive studies Op. 20, (Nos. 19 to 36), Mazas Etudes Op. 36. Selected pieces for violin and piano.

GRADE 3—Schradieck—Scales, Kreutzer—Etudes, Florilla, Etudes, Concertos by Rhode, De Beriot, Solos by Alard, Rode etc.

GRADE 4—Schradieck—Chord studies and double stops, Rode—twenty-four Caprices, Alard—twenty-four Caprices, Op. 11, Concertos and solos by Rhode, Viotti, De Beriot, etc.

GRADE 5—Bach's Sonatas for violin solo, Schradieck—twenty-four studies, Op. 1, Dont Gradus ad Parnassum Etudes et Caprices Op. 15, Solos by Wieniawski Vienxtemps, etc.

## HARMONY AND THEORY COURSE

In addition to the study of applied music, whether piano, voice, violin, or organ, a practical knowledge of harmony and theory is necessary to a complete appreciation of musical works. Therefore this course is required of all students taking a course.

### Harmony

#### *Part I.—*

Scales, Minor and Major, Intervals, Triads and their location. Connection of Triads, Primary and Secondary. Inversions of Primary and Secondary Triads.

#### *Part II.—*

Chord of the Dominant seventh.

Inversion of the Dominant seventh.

Triad on Leading Tone.

Modulation to nearly related Keys.

Modulation through the use of dominant 7th chord.

Secondary seventh chords.

Cadences—Half and Deceptive.

Chord of Dominant ninth.

Chord of Diminished seventh.

Chords of seventh on the remaining degrees of the scales.

Passing seventh.

Original work.

#### *Part III—*

Modulating to Dominant Key.

Modulating to Sub-Dominant Key.

Modulating a Major-second upward.

Modulating a Major-second downward.  
Modulating a Minor third upward.  
Modulating a Minor third downward.  
Modulating a Major third upward.  
Modulating a Major third downward.

*Part IV.—*

Altered chords.  
Chord of Augmented sixth.  
Chord of Augmented sixth-four-three.  
Chord of Augmented six-fifth.  
Chord of Augmented sixth with doubly augmented fourth.  
Chord of Neapolitan sixth-eight, and six-four.  
Modulations.

*Part V.—*

Suspensions.  
Retardation.  
Passing tones and embellishment.  
Appoggiatura and Anticipation.  
Pedal Point  
Figuration.  
Figured Melodies.  
Florid Melodies.  
Accompaniments.  
Additional work.

## PUBLIC-SCHOOL MUSIC

The study of music in the public schools is no longer an experiment in the most progressive parts of our country. Its value as a mental discipline is thoroughly recognized by all the leading educators. It not only furnishes material for mental culture, but it is a source of inspiration in the performance of all other school duties. It is a great cultivator of gentleness among pupils and no school where music study is well directed will be disorderly, for music is order itself. One great need of our schools is thoroughly qualified teachers to direct the work in a manner that will make music a helpful force in the school room. Many schools in Ohio are without instructors in music because there are few teachers who prepared for this work.

It is hoped that many who are musically inclined and are otherwise fitted for teaching the subject will become interested in this worthy branch of instruction.

Students taking the regular Normal College Course are required to take two terms of Public School Music, first term consisting of Theory and Sight-Reading, 2; second term, Advanced Theory and Sight-Reading, 2. Any student who desires further instruction may enter the Teachers' Method Class. This term in methods is very valuable to teachers, and all are urged to take it.

A Special Music Teachers' Course has been added to the Normal College for the training of students to become teachers and supervisors of Public School Music.

Sufficient time to earn this Special Certificate is given, and admission is based upon graduation from a high school of the first grade or equivalent scholarship. Students entering without equivalent scholarship may take work in the Preparatory School.

For those without any knowledge of music two years will be necessary to complete the course, but those who have considerable knowledge of piano and voice may be able to complete the course in one year.

As soon as students are prepared they may begin teaching in the Training School, and as they acquire experience in teaching music in all the grades under supervision, they become experienced teachers in Public School music upon finishing the course.

## DIPLOMA COURSE IN PUBLIC-SCHOOL MUSIC

### First Year

FIRST SEMESTER—Voice, 2; Piano, 1; Notation and Sight Singing, 2; Harmony, 2; Methods, 2; Observation in Classes, 2; History of Music, 1; Psychology, 3; Ear Training, 2 (First half semester); Chorus and Conducting, 2 (Second half semester).

SECOND SEMESTER—Voice, 1; Piano, 1; Notation and Sight Singing, 2; Harmony, 2; Observation in Classes, 2; History of Music, 1; Paidology, 3; School Management and School Law,

3; Methods, 2 (First half semester); Advanced Sight Singing, 2 (Second half semester).

### Second Year

FIRST SEMESTER—Voice, 2; Piano, 1; Harmony, 2; Advanced Sight Singing, 2; Methods, 2; Teaching, 3; Elementary Course of Study, 3.

SECOND SEMESTER—Voice, 2; Piano, 2; Methods, 2; Teaching, 3; Principles of Education, 4; Advanced Sight Singing, 2 (First half semester); Chorus and Conducting, 2 (Second half semester).

### SUPPLEMENTARY COURSES

The ideal of the music student should be the completion of a four-year course in the College of Liberal Arts. Of course this would require five or six years of one who had finished a course in a first-grade high school, on the supposition that the student had already made some progress in music. To those who can not attain this end, it is suggested that an effort be made to round out their musical education by taking the following supplementary course in the liberalizing studies here outlined:

*First Year—*

Freshman Composition,  
Byron, Keats, and Shelley.  
American Poetry.

*Second Year—*

Shakespeare,  
Browning and Tennyson,  
The English Bible.

*Third Year—*

European History,  
19 Century Prose.

*Fourth Year—*

History of English Literature,  
Modern Masterpieces.

**SCHOOL OF ORATORY**

ALSTON ELLIS, PH. D., LL. D., *President.*

Harry Raymond Pierce—*Director of the School of Expression and Professor of Public Speaking, Ohio University. Coach and Critic for Coit Lyceum Bureau. Literary Interpretation. Voice Training. Dramatic Action. Oratory.*

Marie A. Monfort—(*Graduate Leland Powers School*)—*Assistant, Shakespeare, Pantomime, Bodily Action, Interpretative Reading, Monologue.*

Zulette Spencer Pierce—(*Lyceum Reader and Entertainer*)—*Assistant.*

Edwin Watts Chubb—Litt. D., *Dean of College of Liberal Arts and Professor of Rhetoric and English Literature.*

Arthur W. Hinaman—*Director of Physical Education.*

For what does the school of Oratory of Ohio University stand? What methods of instruction are used? Does it offer a practical course for college men and women?

Answering these questions in order: First, the school stands for a higher development of personality, for individuality and loftier purposes; second, to achieve the best results there must be brought to bear the highest possible training in thought and expression; third, today in all walks of life, men must be able to stand on their feet and express their views in public; and, furthermore, be able to convince and persuade their fellow-men. To accomplish this result there is daily practice in committing selections and orations of prominent writers and speakers, then, in writing original speeches and delivering them, studying the great orators as models, thus developing high standards; also, a thorough training in voice production is necessary for a well-modulated voice. A good personality can always gain a hearing and accomplish the desired results. Making extemporaneous speeches from the class-room platform, during the second year's work, and debating the questions of the day form regular work. All these exercises are practical and profitable, because they prepare for a more useful life's work.

Beecher says, "Let no man who is a sneak try to be an

orator." And he might have added, let no man aspire to distinction as a public speaker, whether it be in the pulpit, at the bar, or on the platform, unless he be willing to spend his days and nights in developing all the resources of his spirit, mind, and body. Our motto is: "A Rounded Development Must Be of Spirit, Mind, and Body."

### **Private Lessons**

Two private lessons each week is a special feature of the School. This gives every student one hundred and twenty private lessons during the course. These lessons are given without extra charge. The best success of each pupil depends upon the private criticism. It enables the instructor at the very beginning to remove the personal difficulties and develop the student along the lines in which he seems deficient.

### **Philosophy of Expression**

This work treats of the foundation principles which underlie the character of expression in life and art. All causation of art is in the mind. God's great plan: the Trinity of Man: Psychology in relation to phases of expression: the difference between the expression of life and the artistic representation of life: the contrast between fundamentals and accidentals: the end is, a well-trained body and voice to respond to the mind and to picture the truths of literature: Expression an unfoldment: Creative work.

### **Bodily Expression and Pantomime**

Art has its causation in the mind. All action of the body must be the result of the action of the mind. In this course, the body is treated as an instrument. It is freed from mannerisms and accidentals and trained to become the obedient and willing servant of the mind. A definite technique of action is introduced with exercises for the application of the principles of gesture. The office in expression of the different agents of the body—head, torso, and limbs—is studied. The pantomimic expression is carefully developed by problems of simple situations, characterization, life studies, original studies, and dramatic action.

### **How to Gesture**

"Every outward movement is but the manifestation of an inward emotion. To know how and when to gesture are important facts. There should be ease and grace and absolute control of the body. A gesture should be only for emphasis, to make the mental picture stand out more clearly before the audience a gesture should never attract attention to itself, but should be the bodily expression of the thought. Gesture is that subtle language which conveys impressions which words are powerless to express."

### **Physical Culture**

Too much stress cannot be laid upon the importance of physical development; there is a marked degeneracy in the physical powers of the men and women of today as compared with our forefathers. The tendency of the present age is towards mental rather than physical development and, as a result, we have an average of higher intellectuality without the necessary physical strength to support it. One function should not be neglected at the expense of another. There should be the Trinity of Spirit, Mind, and Body.

### **Voice Culture**

The principles of vocal expression are not found in any mechanical rules, but in the thought and feelings of the speaker. If one would understand the rules which govern vocal expression, he must first learn how to think and feel with the author whom he interprets. His imagination, therefore, must be stimulated, his discriminating powers developed, and his voice becomes a responsive agent under the guidance of his emotions.

Instruction is given in the management and regulation of the breath, the proper use of the body, and the development of vocal energy.

### **English**

The courses in English and Rhetoric are under the direction of Edwin W. Chubb, Litt. D., Dean of the College of Liberal Arts, and Professor of Rhetoric and English Literature.

The public speaker must not only be familiar with the best

literature, but must have a mind stored with thoughts worthy of being imparted to others.

The aim will be to develop in the student the power of clear thought and accurate expression, in oral and written work; as it is believed by all that English literature is of primary importance to one who desires to become proficient in English expression.

### Diplomas

Those completing the full course of two years, and passing the examinations satisfactorily, will receive a diploma bearing the name of Ohio University, School of Oratory. A charge of Five Dollars is made for this diploma.

### Special Price

The usual cost for a term in the study of Expression at any of the well-known schools is Fifty Dollars per term, or One Hundred and Fifty Dollars per year, and when the student considers that he is to receive two private lessons each week, in addition to the course outlined above, this would not be too much. It is the wish of the authorities of the University, however, that all who care for this development may avail themselves of the opportunity. A semester's tuition in Oratory is \$28.50 A registration fee of \$9.00 is charged each semester, which allows the student to pursue other regular college work if so desired.

## PUBLIC SPEAKING

*(All courses must be continued throughout the year.)*

### COURSE I—Oratory I., II.

The aim is to acquire a pure tone, strength and flexibility of the voice, and a natural, easy manner of reading or speaking from the platform. Charts for correct pronunciation are made, miscellaneous selections studied, and parts committed which will be recited by the students before the class. Two hours. Each semester, Freshman elective. Text—"Choice Reading". Cumnock.

### COURSE 2—Literary Interpretation III., IV.

This course covers the field of American Literature, selected

authors are studied each week. The purpose of the course is to acquire the best possible expression—such as will reveal the thought and emotion—of these different writings. Two hours. Each semester, Sophomore elective. Course must be preceded by Course I or an equivalent. Text—"Literary Interpretations", S. H. Clark; "How to Gesture", Ott.

**COURSE 3—Public Speaking V., VI.**

The Masterpieces of modern oratory are first studied as models, then original orations are written and delivered from the platform. Extemporaneous speaking on subjects assigned in advance. The development of mental imagery in conjunction with which original descriptions of scenes are given by the student. Each member of the class is required to write and deliver two orations during the course. Two hours. First semester. Required of Juniors in A. B. and B. S., courses. Text—"How to Speak in Public", Kleiser.

**COURSE 4—Advanced Oratory VII., VIII.**

This study of Advanced Oratory is arranged especially for those who are pursuing the Graduate course in the Department of Oratory. Two hours each semester, Senior elective. Text—"Psychology of Public Speaking", Scott; "Effective Speaking", Phillips.

**COURSE 5—Argumentation.**

Study and principles of argumentation. Preparation of briefs, weekly practice in debates and written arguments. Three hours, first semester.

Elective for students who have completed courses I. or II.

Text—"Argumentation and Debating," Foster.

**COURSE 6—Debating.**

Practice in preparation and delivery of debates. Elective for students who have completed Courses I and IV. Two hours second semester.

**COURSE 7—Interpretative Reading I., II.**

This course is arranged especially for those who are fitting themselves for teachers. Correct emphasis in reading cannot be too highly commended, as it shows the intelligence of the reader and gives a certainty of meaning to the thought expressed.

It is a source of pleasure and culture to listen to the skillful

reading of a book, newspaper articles, or passages in the Bible. Two hours. Each semester. Elective.

**COURSE 8—Shakespeare I.,II.**

Shakespearean Plays, Bible and Hymn Reading. Critical study of four Shakespeare's plays during the year. Expressional reading of principal scenes, and assigned passages are committed and recited. At the end of the year one of the plays will be given in costume by members of the class.

The study of Bible and Hymn reading will be taken up in the course for the sake of impressiveness. The words and the text must not simply be seen, but felt. The subject matter must come into the mind as reality—truth. The motive of the reader is to secure acceptance, and the end is belief. Two hours. Each semester. Elective.

**COURSE 9—Expression.**

Advanced study of expression. The purpose of this course is to give more extensive preparation to those desiring to make a specialty of literary interpretation and expression, either for teaching or platform work.

Arrangements for this course can be made with the head of the Department. The instruction will consist of private lessons, for which three hours' credit will be given.

Course 9 must be preceded by courses 1 and 2, or their equivalent.

The Degree of B. O. is given to students who pursue the course in Public Speaking, provided they graduate from a four-year collegiate course.

### **ORATORICAL AND DEBATING ASSOCIATION**

The Oratorical Association is open to all students regularly enrolled for twelve or more hours' work per week.

The object is to promote a higher standard of literary excellence in this institution, through annual contests with other colleges and universities, in debate, oratory, and such other forms of literary discourse as may be decided upon by the Executive Council.

There are two preliminary contests in debate and two preliminary contests in oratory to determine who shall represent the institution in inter-collegiate contests in debate and oration.

The first preliminary contest is held in December of each year, and the second preliminary contest near the end of each Winter term.

For further information concerning contests, send for "Constitution of the Oratorical and Debating Association of Ohio University."

### **DRAMATIC CLUB**

A Dramatic Club, under the direction of Prof. Pierce, has been formed. Students are allowed to present one standard play each term of the school year. This is of great advantage to the pupils, as it brings out certain latent powers, develops the art of impersonation, acquaints the cast with stage terms and settings, and the art of costuming and making-up to represent the characters true to life. There is no better way of acquiring ease and freedom of manner on the platform.

THE STATE NORMAL COLLEGE  
OF  
OHIO UNIVERSITY

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FACULTY\*

ALSTON ELLIS, PH. D., LL. D.,  
*President.*

HENRY G. WILLIAMS, A. M., PED. D.,  
*Dean of the State Normal College and Professor of School  
Administration.*

FREDERICK TREUDLEY, A. M.,  
*Professor of Philosophy and Ethics.*

WILLIS L. GARD, A. M., PH. D.,  
*Professor of the History and Science of Education.*

OSCAR CHRISMAN, A. M., PH. D.,  
*Professor of Paidology and Psychology.*

EDSON M. MILLS, A. M., PH. M.,  
*Professor of Mathematics.*

WILLIAM FRANKLIN COPELAND, PH. M., PH. D.,  
*Professor of Agricultural Education.*

HIRAM ROY WILSON, A. M., LITT. D.,  
*Professor of English.*

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\*The instructors named above teach principally in Normal-College classes. Members of the University Faculty have work in the Normal College, of a nature indicated by the University Departments with which they are connected.

WILLIAM ALDERMAN MATHENY, A. M., PH. D.,  
*Professor of Civic Biology and Elementary Science.*

THOMAS N. HOOVER, A. B., A. M.,  
*Professor of History.*

FREDERICK C. LANDSITTEL, B. PED.,  
*Instructor in Methods and Art of Teaching.*

JOHN J. RICHESON, B. PED.,  
*Professor of Physiography and Supervisor of Rural Training Schools.*

ARTHUR W. HINAMAN,  
*Professor of Physical Culture.*

GEORGE E. McLAUGHLIN.  
*Instructor in Manual Training.*

C. O. WILLIAMSON, B. PH.,  
*Assistant in Manual Training.*

GEORGE C. PARKS, PH. B.,  
*Instructor in Penmanship.*

HOMER GUY BISHOP, B. S.,  
*Instructor in Paidology and Psychology.*

MARIE A. MONFORT, B. O.,  
*Instructor in Reading and Public Speaking.*

ANNA H. SCHURTZ.  
*Instructor in Domestic Science.*

EDNA H. CRUMP,  
*Assistant in Domestic Science.*

MARGUERITE G. H. SUTHERLAND,  
*Instructor in Public-School Drawing.*

MARY ELLEN MOORE, A. B.,  
*Instructor in Latin.*

EMMA S. WAITE,  
*Principal of Training School.*

MARY JUNITA BRISON, B. S.,  
*Instructor in Drawing and Hand-Work.*

EUGENIA MAY LISTON,  
*Instructor in Public-School Music.*

ELIZABETH MUSGRAVE, AMY M. WEIHR, PH. M., B. PED., ELSIE  
S. GREATHEAD, WINIFRED L. WILLIAMS, MARGARET A.  
DAVIS, CORA E. BAILY, B. PED., AND

MARGARET L. TILLEY,  
*Critic Teachers.*

HAIDEE CORAL GROSS, AND EDITH A. BUCHANAN,  
*Critic Teachers in Rural Training School.*

CONSTANCE TRUMAN MCLEOD, A. B.,  
*Instructor in Kindergarten Education and Principal of the  
Kindergarten School.*

KATE DOVER,  
*Instructor in Kindergarten.*

## TRAINING FOR TEACHING AT OHIO UNIVERSITY

THE BEGINNING—Ever since 1886, the Ohio University has made provision for the training of teachers, at first, in a Normal Department. This owes its existence to legislation, May 11, 1886, whereby the sum of \$5,000 was appropriated for its establishment. The appropriation was accepted by the Board of Trustees and made effective through the efforts of its committee, the chairman of which was Dr. John Hancock, since deceased. This committee placed Dr. John P. Gordy at the head of the new department, and its special work was entered upon in September of the same year. Two courses of study were offered, an "*Elementary*" and an "*Advanced*," and the latter was made equal to and parallel with the other college courses then existing.

At the regular session of the 75th General Assembly of Ohio, March 12, 1902, H. B. No. 369—Mr. Seese—became a law.

THE STATE NORMAL COLLEGE of Ohio University owes its existence to a provision of this Act. Section 2, of said Act, requires the University Board to organize "a normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching."

Section 4, of an Act of the Legislature, dated April 16, 1906, creates a special fund for the support of "the State Normal School or College in connection with the Ohio University." This fund is derived from a mill tax of five one-hundredths (.05) of one mill upon each dollar of all the taxable property in Ohio. The annual income thus derived amounts to about \$35,000.

SCOPE OF WORK.—The law of 1902 explicitly states that the school shall be established for the training of "*all* students desiring to prepare themselves for the work of teaching." This is surely comprehensive enough to permit the carrying on of all grades and kinds of normal-school work. In fact, the language used is mandatory and contemplates the founding of a school in which the graduates of the common school, the high school, and the college shall have opportunity for "theoretical and practical training" for the work of teaching. At present, in Ohio, there are twelve times as many teachers employed in elementary schools as in high schools. Important as is the work of the high-school teacher, that of the elementary or primary teacher is, admittedly, more so. The latter work is fundamental, and upon its character depend in large measure the breadth, depth and ultimate value of much of the work of the secondary school. Then, too, it must be kept in mind that by far the greater number of those enjoying public-school advantages never, as pupils, see the inside of a high school. These considerations suggest that normal-school work should, first of all, be planned to meet the wants of those preparing for service in the elementary schools. The higher grades of academic and professional training will follow, in any right-ordered, well-rounded scheme of normal-school organization, as a matter of course.

## THE FUNCTION OF THE NORMAL SCHOOL

TRAINING.—In a general way it may be stated that the function of a normal school is to train persons for the work of teaching. If teaching is to become a profession in the true sense, those who expect to follow it must receive special training. By professional training we mean a special training beyond mere scholarship in language, art, mathematics, science, history, etc., including special preparation and training in those lines of thought and action which have to do particularly with the teaching process. This preparation should include a broad scholastic training as a foundation upon which should be built the superstructure of special knowledge. No amount of knowledge of pedagogy will take the place of a broad culture in literature, history, science, mathematics, and other generally recognized college subjects, but this knowledge of pedagogy and related professional subjects is very essential in the equipment of a man or woman trained for the school-room.

PROFESSIONAL TRAINING.—Persons who expect to enter the profession of law, ministry, medicine, or dentistry, are first required to obtain a somewhat broad scholastic training upon which is built a professional knowledge looking to the particular profession they desire to enter. It is this special training that furnishes the equipment that makes a man a physician rather than a lawyer. In three of the professions named the state not only protects those who wish to enter the profession, but also by making statutory requirements of those who seek admission to it. Surely the work of teaching should require as much special training as that of any of the other callings named. Before a man is permitted to extract your teeth he is required to produce evidence of professional fitness, and that evidence must have state recognition. It is not so with those who pretend to teach. Not even a high school graduation is required by the laws of this state. There is absolutely no restriction as to scholarship, or special fitness, except as found in the judgment of the county or city examiner. Why should the training of the common school or the high school bring a person nearer the threshold of one profession than that of another? If teaching is ever to become a profession the need of this special

training must be recognized. Teaching is such a difficult, complex, and ever-changing process that more skill is required to teach a growing child as he should be taught, than to try a case before the bar of justice. To unfold the possibilities of a child's soul is a more delicate matter than the compounding of medicines or the use of the surgeon's knife. To unfold the senses, train the intellect, and direct the will of the child requires more discipline of mind and a greater breadth of view than to preach a sermon.

**TEACHERS REQUIRED.**—Approximately 27,000 teachers are necessary to supply the public schools of Ohio, 24,000 of whom are required for the elementary schools—that is, the grades below the high school in the towns and cities and the ungraded schools of the township and village districts. It has been somewhat carefully estimated that about 6,000 of these teachers are new in the work each year. This means that an equal number of teachers leave the work of teaching each year. Various causes may be given for the constant changing in the personnel of the great body of teachers. Who are these 6,000 young, inexperienced teachers admitted to the school rooms of Ohio each year, armed with the protection which a teacher's certificate affords? They are usually earnest, wide-awake young men and women (or boys and girls) who are anxious to do their best—to teach according to the best models they have had presented to them. Very few are college—or normal—school graduates. Not a large percentage are graduates of high schools. These new teachers are usually young people, who by their own efforts, unaided or misguided, have obtained enough technical knowledge to enable them to pass a teacher's examination, but who have formed no adequate conception of the duties and responsibilities of the teacher; young people who are entirely ignorant of the great body of fundamental knowledge underlying the science and art of teaching.

**HIGH SCHOOLS.**—Although high schools are multiplying rapidly and are growing more and more efficient year by year, yet many of these young people have never had the opportunity of high-school training. Besides, a knowledge of high-school subjects is not required of the applicant who seeks admission to the examination for the teacher's certificate. Therefore, high-school

graduation cannot wisely be made the standard of admission to our State Normal Schools so long as the laws governing the certification of teachers remain as they are at present. The state cannot wisely close her doors against the young people who seek admission to the profession, nor against that large body of teachers already enrolled in the work who have educational qualifications but little higher than the graduate of the common schools. Better training must be provided for them. The law establishing these State Normal Schools says that they shall "provide theoretical and practical training for *all* students desiring to prepare themselves for the work of teaching." The needs of the class referred to as graduates of the common schools or as those having only equivalent education are carefully met by the course of study beginning at the point of graduation from the common schools. In this connection we desire to call attention to the preparatory course leading to the regular college courses in Elementary Education and Secondary Education, found elsewhere in this catalogue. Attention is also called to the fact that persons holding a teachers certificate may complete one of the elementary courses in two years. Teachers of much experience may enter the two-year course and be conditioned on preparatory work but can not receive a diploma until they have 15 units of preparatory work to their credit.

**VALUE OF TRAINING**—Much has been said and written concerning the relative strength of normal-trained and college-trained teachers. It must be admitted that a person who has learned how to do a thing can do it better than one who has not learned how. The scientific purpose of the normal school is to teach persons how to teach, but such knowledge must presuppose a knowledge of what to teach. The teacher who is to be capable of the best service should have both scholastic and professional training. It must not be forgotten that normal training is not necessarily all professional, so called. The school that can combine these two essentials in the teacher's preparation should certainly be sought. In the Normal College of Ohio University this happy combination is found. Each of the courses offers a collegiate training in academic and cultural studies in addition to the training along distinctively professional lines. All studies in the several courses in the College of

Liberal Arts are open to students of the Normal College. To be admitted to any of the regular courses in the Normal College a student must have made a preparation equal to that required for admission to any other regular college course. No one need fear that the instruction in the State Normal College will be in any sense inferior to the best instruction given in the University, as Normal College students are taught in the same classes by the same professors, and have access to all the privileges of the University.

**RURAL-SCHOOL TEACHERS**—But there are now engaged in the schools of Ohio thousands of worthy teachers who could not measure up to the ideal standard of college admission. They will give the schools more years of service than many of those who spend years in preparation. If, therefore, the purpose of the normal schools in Ohio is to provide better teaching for the children in the public schools of the state and thus give back to the people something in return for their support of the normal schools, should not the normal schools open their doors to these teachers? Such teachers are encouraged to attend the State Normal College of Ohio University, where they will be carefully guided in the selection of such studies as will make them more efficient. Our duty in this matter is plain.

The attention of prospective students is invited to the several courses of study, in the State Normal College, found elsewhere in this catalogue. These courses have been prepared with much care and represent the results of a careful study of the courses in operation in all the leading normal schools in this country, together with the ripest wisdom and best judgment of those who have given many years to a study of the training of teachers. The experiences of other states have been of service in mapping out such courses of study as will best fit the local conditions, touching the needs of the great mass of the teachers, existing in Ohio.

The two-year college course in Elementary Education is designed for those who have graduated from high schools of the first grade or who possess equivalent scholarship. Fifteen units of credit in any recognized preparatory subjects admit the student to the Freshman class. The course in Elementary Education leads to a diploma from the Normal College. This

diploma entitles the holder to a special examination for a State Life Certificate, as fully explained elsewhere in this catalogue.

*The four-year course in Secondary Education is the equal in scholastic requirements of any course in the University.*

### COURSES OF STUDY IN THE STATE NORMAL COLLEGE

FOR TEACHERS OF COUNTRY SCHOOLS—Almost one-half the teachers in Ohio are required to teach the rural or country schools. The State Normal School authorities realize that these teachers usually have the most difficult of all teaching to do, because of the many grades of pupils under the instruction of a single teacher. It is also true the majority of teachers employed in the rural schools have not had educational advantages of an academic character equal to those of the town and city schools. These two facts make a double handicap for many country teachers. The State Normal School at Athens recognizes these conditions and realizes also that the people in rural communities are paying exactly the same rate of tax for the support of the State Normal Schools as are the people in the cities. These schools belong to all the people of Ohio, and the special training offered to prepare teachers to return to these country schools as teachers possessing a high-grade efficiency is given with a full knowledge of the needs of such teachers and of the conditions prevailing in the country schools. The reason so many of the graduates and trained students of the State Normal College do not return to the country schools is because the towns and cities outbid the township boards of education and pay often from \$100 to \$400 a year more than the townships will pay for the same instruction. Sometimes this is due to the fact that the townships cannot pay more. In such a case it is the plain duty of the state to aid such township, making it possible for it to secure the services of trained teachers. It has just as much right to them as the cities.

Frequently, however, the fault is with the township board or the people, who see no difference in teachers, but who will pay inexperienced, untrained teachers as much as they are willing to offer to trained and experienced teachers. A higher ideal of the work of the teacher is needed.

**ELEMENTARY STUDIES**—But the State Normal College offers special training in all so-called common branches for those who need further drill in these subjects to enable them to teach them better or to secure better certificates. At the same time emphasis is placed upon the methods of teaching these subjects in the country schools. Besides articulating their work with that of the special department for the training of rural teachers, both as to methods to be employed in the district schools and as to the rural-school course of study, most teachers and professors in charge of the work in the State Normal College have had practical experience in actual teaching in the country schools, and these people have a clear and accurate vision of the actual needs and environments of the country school. Besides, it is one of the cardinal principles of the State Normal School to make constant study of rural-school conditions in Ohio.

COURSES ARE GIVEN in Orthography, Reading, Penmanship, Arithmetic, Grammar, Composition, United States History, Civil Government, Geography, Physical Geography, Commercial Geography, Physiology, School Management, School Law, Theory and Practice, Grading and Organizing Country Schools, the Course of Study, Nature Study, Elementary Agriculture, Advanced Agriculture, Manual Training, Domestic Science, Gardening, Elementary Chemistry, Physics, Botany, Latin, German and everything that a progressive rural school teacher needs. Special emphasis is placed upon the problems of country school organization and management.

There is no teacher of the country school who could not be greatly helped and encouraged by attending even a single term at the State Normal School at Athens. Students may enter at any time, study whatever they wish if they are qualified to enter the classes, and no entrance examinations are required. The dean of the Normal College will confer with students and advise them as to the studies they should pursue, but all assignments are made wholly in the interests of the student.

**FOR GRADE TEACHERS**—For teachers and students who are ambitious to teach in the graded elementary schools of the towns and cities, several courses are offered. For those who are graduates of good high schools, a two-year college course is

offered, covering advanced reviews of all the common branches, each pursued in the light of the best methods of teaching the subject in the grades (by "grades" is meant the elementary school—all the work below the high school, usually divided into eight grades, or years); courses in Principles of Education, both Primary and Grammar Grade Methods, School Management, Training in Teaching, Paidiology, Sociology, Drawing, Music, Nature Study, English, Mathematics, the Elementary Course of Study, History of Education, History, Science, Agriculture, Domestic Science, Mammal Training, etc., but no foreign language is required in this course. It covers two years, and each graduate from this course is given a Diploma in Elementary Education, which becomes a State Life Certificate after 24 months of experience. This diploma represents as much scholarship and training as graduation from any one of the half score of highest grade state normal schools in the United States. In nearly every state such a diploma is recognized as a life diploma to teach, or at least as a state certificate to teach.

Those who do not hold four-year high school diplomas are required to complete the State Normal School preparatory course, by pursuing such studies there marked out as they have not completed before entering the State Normal School. The completion of this course admits the student to any Normal College course, the same as graduation from a high school of the First Grade.

**FOR HIGH SCHOOL TEACHERS**—The course for high-school teachers is a full four-year college course, and graduates are granted the degree of Bachelor of Science in Education, the full equivalent in scholarship and literary culture of any bachelor's degree. This course is so arranged that not less than three years of specialization shall be made by the student upon at least one collegiate subject—History, Science, Mathematics, Latin, German, Greek, or English. This renders every graduate from this course competent to teach in a highly successful degree at least one subject in secondary education. But the high-school teacher is just as much in need of a knowledge of pedagogy and of training in actual teaching under skilled supervision as the teacher of the elementary school. Here is where most schools fail in the training of high-school teachers.

The Report of the Committee of Seventeen, on the Professional Preparation of Secondary Teachers, issued in 1908, strongly emphasizes the importance of training in observation and practice on the part of all who would teach in our high schools. It is not enough that such teachers shall know Latin and Greek and geometry and everything else they undertake to teach, but these same teachers need to be *trained to teach* these subjects. A knowledge of subject-matter alone will not make a teacher of its possessor. Neither will the additional knowledge of Psychology, Principles of Education, History of Education, Methods, School Systems, Administration, etc., insure success. These will help greatly, but the crucial test of every teacher is the actual work in the class-room. For years we have emphasized the importance of the training of the elementary teacher, but have continued to accept the inexperienced, untrained college graduate as the high-school teacher. As a result there is more poor teaching done today in the high schools than in the grades of the same town or city. We need *trained* high-school teachers.

PRACTICE TEACHING—Ohio University and State Normal College have a State Preparatory School for the instruction of those who have not completed a four-year high school course, and skilled teachers, nearly all of them heads of college departments, do the teaching here—in Latin, Algebra, Geometry, History, Literature, Rhetoric, Botany, Chemistry, Physiology, German, Greek, Physics, and all other secondary school subjects. Students in the State Normal College who are pursuing either the course for high school teachers or the course for superintendents are not only *permitted* to teach in these secondary subjects, but are *required* to do so, and always under the skilled instruction and guidance of the head of the department in which the teaching is done, as well as under the direction of the professor of methods and teaching. A teacher in training for high school work must show proficiency to a high degree in teaching at least one high school subject before a diploma will be granted.

Such training is invaluable, and a school that cannot offer thorough training of this nature is not fully equipped to train teachers for the high schools.

**COURSES FOR SUPERINTENDENTS**—This course is the same as that for high-school teachers except that the requirement of three collegiate years in one subject is not made, and more work in Administration is required. The many options in this course make it possible to complete with it at the same time the course leading to the degree of Bachelor of Arts in the College of Liberal Arts.

**FOR COLLEGE GRADUATES**—Graduates of reputable colleges may pursue a course of one year in length and receive the degree of Bachelor of Science in Education. All the work of this course is of a professional nature, and is well adapted to meet the needs of those who desire to teach in the elementary schools or high schools or to serve as superintendents, due to the fact that all the work of this course is elective, the subjects to be chosen from groups of subjects offered. In this way a college graduate may specialize in any line or lines of work desired.

**COURSE FOR RURAL TEACHERS**—Special attention is called to the course for students preparing to teach in rural schools. The opportunities in this direction are unexcelled, and teachers and prospective teachers will find this course most satisfactorily planned to meet their needs. The course is broad enough in the academic studies to meet the needs of teachers preparing to teach the various elementary branches; and the opportunity to study methods of teaching, principles of education, school management, etc., is broad enough to equip teachers most satisfactorily for work in the rural schools. The Rural Training School is in session from the second Monday in September until the latter part of July, within one week of the close of the Summer Quarter. To inexperienced teachers this is a Model School or school for observation, but to experienced teachers and students sufficiently advanced, it is a Practice School.

**COURSES FOR PRIMARY TEACHERS**—Very frequently a teacher desires to make special preparation for work in the First Grade, or D Primary. Excellent opportunities are offered such students. They are permitted to take special work in Primary Methods, do more than the minimum of 120 hours of teaching, take a special course in Kindergarten Methods, do special work in the matter of lesson-planning for the First Grade, and de-

vote special attention to Nature Study, Language, Music, Drawing, etc., to fit them for positions as Special Primary Supervisors. If a teacher desires to confine her work to the work of the first four grades—that is, to the primary school as distinguished from the grammar school—opportunity is afforded for such specialization, and all the practice teaching of such pupil-teacher will be confined to the Primary Grades in the Training School. Those who desire to make special preparation for teaching in the Grammar Grades may confine their practice teaching to the Grammar Grades of the Training School.

**THE KINDERGARTEN**—Special attention is directed to the fact that the State Normal College maintains a first-class Kindergarten, under the skilled direction and teaching of a specialist of much experience, with a graduate kindergartner as assistant, who not only teach the Kindergarten, but train prospective kindergartners. This is the only State Kindergarten in Ohio, and this addition to the already wide-range course of instruction in the State Normal College comes in answer to a demand for a course of instruction that would prepare young ladies for positions as kindergarten teachers, as the kindergarten is now a part of the public school system of Ohio, and all boards may make a special levy for the support of kindergartens.

**DEPARTMENT OF ELEMENTARY SCHOOL SCIENCE**—It is with peculiar pleasure that the State Normal College announces as a strong department that of Elementary School Science, consisting of courses in Nature Study or Civic Biology, Botany, Elementary Chemistry and Physics for the Elementary School. A specialist of broad and practical experience has charge, a fine laboratory has been equipped, and opportunities are here offered that are not excelled in any state normal school in this country.

**THE TRAINING SCHOOL**—The very center of a normal school is its Training School. A theory of teaching must stand the test of actual practice under normal conditions. Ever since the State Normal College at Athens was opened it has maintained a Training School. This Training School now covers work in the Kindergarten, the Primary Grades, the Grammar

Grades, the Rural School, and the High School—the full range of teaching in public schools. This Training School consists of well-graded and closely-articulated schools covering the Rural School, the Kindergarten School and all the primary and grammar grades, followed by the State Preparatory School for High School practice. Each school or grade consists of about forty children, and is a real school in every sense. The Normal College has, under its own roof and its own control, the pupils from about one-third of the city of Athens—the portion of the city in which the University is located. These, then, are all real schools, not small schools of selected children, but schools in which real conditions exist. Collectively, these schools constitute our Training School. During the first year of the student's training the Training School is used as an observation or Model School, in which the teaching is all done by the Critic Teachers, who are trained teachers regularly in charge of each room.

DEPARTMENT OF AGRICULTURE—Prior to June, 1911, instruction in Agriculture was given in the Department of Elementary Science. Courses had been given for three years prior to that time, and the increasing demand for such work justified the organization of a new department. The primary purpose is to equip teachers to give instruction in agriculture in the public schools. The reader is referred to the detailed description of courses elsewhere in this catalog.

During this first year the student or pupil-teacher takes lessons in observing the work done and in reporting on what he sees. During the second year, after the student has taken a thorough course in Methods, Psychology, Observation, and Principles of Education, he is required to teach in these schools, the work being adapted to his tastes or to the grades in which he wishes to specialize. The Training School is now to him a Practice School. This teaching is done under the guidance and supervision of the Critic Teachers and the Training Supervisor.

A similar plan is followed by those who are training for high-school positions. They observe the teaching of Physics, Botany, Algebra, Geometry, Literature, Rhetoric, Latin, German, History, and other secondary school subjects. Before graduation each candidate for a degree must teach one or

more of these subjects not less than 90 hours, or lessons, and this teaching must be of such character as will be accepted by the college authorities. The total amount of work in observation and teaching required in secondary subjects is 180 hours. The student may teach 120 hours and observe 60 hours, but not less than one-half of the total of 180 hours shall be given to teaching. The Ohio law authorizes the State Commissioner of Common Schools to fix the amounts and ratios of Observation and of Practice Teaching and that office has determined the ratios and aggregates here given.

### LIFE CERTIFICATES FOR TRAINED TEACHERS

AT LEAST FORTY STATES in the Union recognize the value of professional training for their teachers. This recognition is shown in their certification laws, in which graduates of their State Normal Schools are granted professional certificates exempting their holders from further examinations. In twenty-one states the graduates of the State Normal Schools and Colleges of Education are granted permanent or life certificates upon graduation and in twenty states provisional certificates are granted, valid for a period ranging from two to four years, at the expiration of which time the certificates are made permanent upon the applicant's credentials showing successful teaching experience. Until 1910, Ohio was not to be found in either column, but the legislature of 1910 enacted the Hawkins Law, which recognizes professional training by granting to the holders of diplomas from Normal Colleges first a state provisional certificate, valid for four years, and such certificate is to be made permanent when the holder has passed a limited professional examination before the State Board of School Examiners and has had not less than twenty-four months of successful experience in teaching.

Prior to the enactment of this law several states had recognized the diplomas of the State Normal College of Ohio University, by granting provisional or permanent state certificates to their holders. The Hawkins Law is already proving a healthy stimulus to professional activity among the teachers of Ohio. The provisions of this law, briefly stated, are as follows:

THE NORMAL SCHOOL OR COLLEGE which grants the diploma recognized under this law, must offer a college course of not less than two full years beyond graduation from a four-year high school course or equivalent preparatory scholarship. This means that the preparation for such a professional course must cover not less than 15 units of high-school or secondary subjects, a unit standing for a subject pursued not less than one year of not less than 32 weeks. In ordinary interpretation this means that 160 recitation hours or periods of 40 minutes each, shall be given to a high school subject to equal one unit-of credit. Under the ruling of the State School Commissioner who is given authority under this law to fix the standards of observation and practice teaching, and determine the ratio of academic work to work in professional subjects, not less than 50% of the two-year course in the Normal School or College shall be given to educational or professional subjects. The law provides that all courses for elementary teachers, and special teachers in Drawing, Music, Kindergarten, Manual Training, etc., shall cover not less than two years of work apportioned between professional and academic subjects in such ratio as the Commissioner shall require. As a part of the professional work done in such a case there shall be not less than 180 recitation hours devoted to Observation and Practice Teaching in a Training School under the direction and control of the Normal School or College, and not less than 90 hours of this work shall be given to actual teaching in such Training School. The holder of a diploma granted for one of these two-year courses is entitled to a four-year state certificate valid in any school in the state, after passing the regular examination for elementary certificates, the manuscripts to be forwarded by the county examiners to the State School Commissioner, who grades and values the same. When the holder of such diploma has had twenty-four months of successful experience following graduation, he or she is entitled to go before the State Board of School Examiners and take an examination in Theory and Practice, passing which the applicant is given a Common School Life Certificate.

SPECIAL CERTIFICATES—Graduates from the courses in Kindergarten, Public School Music, Public School Drawing, Manual

Training, Domestic Science, or Agriculture, are entitled to appear before any county board of school examiners and take an examination in the Special subject and Theory and Practice and receive from the State School Commissioner a special State Certificate, which becomes a Life Certificate in that special subject in the same manner as required in the case of one who has completed a course leading to a Common School or a High School Life Certificate.

ALL GRADUATES of a four-year Normal School or College Course pursue the same general plan and are granted High School Life Certificates. The four-year course shall include not less than 25% of professional subjects in which shall be included actual Observation and Practice Teaching in secondary subjects in a Training School under the direction of the Normal School or College. This means that no such diploma shall be recognized unless one full collegiate year has been devoted to professional subjects, although the work in these subjects may be distributed throughout the four years. The holder of a diploma from a four-year course in a Normal School or College first takes the regular uniform high school examination before any county board in the state, the papers to be graded and valued by the State School Commissioner. If the applicant is successful he is granted a four-year State High School Certificate. After twenty-four months of successful experience the holder of said diploma is then entitled to appear before the State Board of School Examiners, where he takes an examination in Theory and Practice, History of Education, and Science of Education, passing which he is granted a High School Life Certificate.

ALL PROGRESSIVE TEACHERS in Ohio now certainly have a strong inducement to obtain professional training. The facilities for such instruction in the State Normal College of Ohio University are such as to meet in every detail all the conditions imposed by this law and by the requirements of the office of the State School Commissioner. In fact, the standard at the State Normal College has always been as high as that above described. The course for high school teachers and superintendents offered by the State Normal College requires 35% to be done in educational subjects. The facilities for Observation and Practice Teaching required by this law are more than ample to meet

the need in the training of teachers in the elementary schools, in the high schools, in the rural schools, and for positions as supervisors in special subjects or as superintendents of schools.

In addition to the courses above outlined and recognized by the state in the granting of professional life certificates, the State Normal College has also made ample provision for the professional training of teachers for the rural schools, having established clearly differentiated courses for such teachers and opened a Rural Training School, which is supervised by a trained and skilled gentleman who has had wide experience in the rural schools. Special attention is directed to a detailed description of this course elsewhere in this catalog.

## DEPARTMENT OF SCHOOL ADMINISTRATION

PROFESSOR WILLIAMS

The general aim of this department in the Normal College is to give the student a broad and comprehensive view of the various factors in school administration, to give him a detailed and critical view of the problems of school organization, school management, school discipline, school hygiene, school architecture, the course of study, the classification and grading of pupils, and to lead him to understand school law as it relates to school administration. The courses are briefly described as follows:

1. **SCHOOL ADMINISTRATION AND SCHOOL LAW**—This is a three-hour course for one semester, and includes a study (1) of School Organization under the heads of parties to the school organization, a study of existing systems, the function of the public school, the teacher as a factor in organization, etc.; (2) School Law, including a critical study and analysis of the Ohio School Laws and topical study of the relation of school law to the effectiveness of school systems; (3) School Hygiene, including school architecture, school environment, ventilation, lighting, seating, fatigue, contagious disease, defective hearing, and defective vision; (4) School Management and School Discipline, with their various problems. The Ohio School Laws will be made the basis of the work in School Law. Chancellor's "*Our Schools and Their Administration*" is made the basis of

this course. Much of the work, however, is in the form of a library and lecture course. First Semester, three hours.

2. ELEMENTARY COURSE OF STUDY.—In this course of three hours for one semester the great problem is to know how to shape the school to conform to the child's mental nature, how to adjust the work of the school so as to give the child at all times the amount and kind of work needed at various stages of his development, and how to determine what is of most worth in a course of study. The aim is to point out great underlying principles determining educational values, to discover the fundamental principles determining the content and order of a course of study, to discover the constant but ever-varying relation existing between what the child studies and what he is, and to indicate to the teacher the positive and fixed necessity of constant articulation in the subject-matter in a course of study. It is also the aim to familiarize the teacher with laws external to the course of study itself, determining what the course shall be, such as the demands of society and the laws of the child's mental development, each indicating certain lines of necessary deflection from the direction which a knowledge of the nature of the subject-matter alone would indicate to the teacher. The course also includes a study of the order of subjects, concentration and correlation of subject-matter, the daily program of work the recitation, and a detailed study of the principles involved in the construction of a course of study for a school or a system of schools. In this last study the student is taken over the details of the Elementary Course of Study, and courses in Arithmetic, Language, History, Geography, and Science are written under the direction of the instructor.

The texts used as a basis in this work are Dr. Charles McMurry's "*Course of Study for Elementary Schools*," and Williams's "*Course of Study for Ohio Schools*." First semester, three hours. May be elected by students pursuing any course if they have already taken at least one term of Psychology and are sufficiently advanced in other studies.

3. SECONDARY COURSE OF STUDY.—This course will inquire into the principles governing the selection of subjects for the Secondary Course, the order of presentation of these subjects, the purposes of secondary school training, the relation of the

secondary school to the elementary school on the one hand, and the college and the technical and professional schools on the other. The particular methods of instruction demanded by the secondary school and how these methods must differ from the methods employed in lower and in higher schools, will receive some attention, but special instruction in the methods of high-school teaching must be obtained in the department of methods.

The texts used are DeGarmo's "*Principles of Secondary Education*," "*Report of the Committee of Ten*," and "*Report of the Committee of Seventeen on the Professional Training of High School Teachers*." First semester, Junior year, three hours. Required of all students pursuing the course leading to the degree of Bachelor of Science in Education, and may be elected by Juniors and Seniors in other courses.

4. SUPERVISION AND CRITICISM.—This is a two-hour required study in the course for superintendents and high-school teachers and is given during the second semester, and occasionally repeated in the Summer term. The purpose is to cover all the leading problems of administration and supervision. For those who are preparing for the work of supervision certainly no course in the Normal College could be more valuable.

This course is wholly a library and lecture course, and the student is referred to important papers and addresses in the N. E. A. Reports, Magazines, etc.

## DEPARTMENT OF THE ART OF TEACHING

PROFESSOR LANDSITTEL

TEACHING as an art is eminently worthy of clear exemplification. It implies the application of scientific principles with understanding, and calls for skill and deftness in handling pupils and materials, as well. This department strives toward the end thus defined. Appreciation of the dignity and wealth of opportunity in the teacher's work is stimulated in the several courses as the grounding of a sincere and wholesome professional spirit.

1. THEORY AND PRACTICE OF TEACHING.—(3) Preparatory, second semester, electivè. This course deals in an ele-

mentary way with the five phases of the teacher's work,—organization, management, instruction; training, and discipline. The more fundamental principles are presented, but chief stress is laid upon concrete illustration of the problems usually encountered in the humbler teaching positions. The course is designed primarily to contribute toward better teaching in the schools, but the preparation of students for the teacher's examination in this subject is also kept in view.

2. OBSERVATION IN THE GRAMMAR GRADES—(2) Freshman, first and second semester, two semesters required. Students in this course observe the work of the critic teachers in the training schools, supplementing their observations through subsequent discussions of the work witnessed. Exemplifications of important principles of teaching are sought out; and the elements that make for effective individual contact between teacher and pupils are studied with particular care.

3. GRAMMAR GRADE METHODS—(3) Sophomore, first and second semester, one semester required. A thorough study of the recitation constitutes the fundamental part of this course. The accepted general methods as represented in current usage are studied, with attention to the corresponding lesson plans. Special methods for the more important grammar grade subjects are developed so far as time permits.

4. SCHOOL MANAGEMENT AND SCHOOL LAW—(3) Freshman, first and second semester, one semester required. The work embraced under this head deals with the factors affecting the life of the school, both within and without. The state as the basal authority in organization, and properly also in administration, is the point of departure in school law, from which are traced legislative enactments as to school districts and officials, revenues, certification of teachers, institutes, school buildings, libraries, etc. These topics are correlated with the problems of management by which the teacher is sure to be confronted, among which may be enumerated classification and promotion of pupils, discipline, conditions in buildings and grounds, examinations, and the teacher's administration of the curriculum. Attention is directed to the larger questions involved in public education which are now under discussion;

and an alert progressive attitude toward these matters is encouraged.

5. HIGH SCHOOL METHODS—(2) Senior, first semester required. An understanding of the special function of the American high school is developed through consideration of its past history, its present social aspects, and its relation to the general problem of adolescence. This broad conception becomes the standard of value upon which a general secondary method is evolved. Special methods applicable to the larger divisions of the secondary course, English, languages, mathematics, and science, are then worked out, each student being put in touch with the newest developments in the teaching of his chosen specialty.

6. DIDACTICS—(3) Senior, second semester, required. Concrete study of secondary teaching is provided in this course, through supervised visitation in the Normal High School. The more salient elements of practice observed are afterwards discussed by the class, not only with reference to their psychological soundness, but with an eye also to their adaptation to adolescent life and individual differences. Qualities of method that strike up a real response on the part of the pupil will be found and treasured.

## DEPARTMENT OF THE HISTORY AND PRINCIPLES OF EDUCATION

PROFESSOR GARD

IT IS THE PURPOSE of the department to familiarize the student with the historical and current ideas and conceptions of education. The courses are planned to meet the needs of elementary and secondary teachers as well as the needs of superintendents. Courses *one* and *two* are especially designed for elementary teachers; courses *three* and *four* for secondary teachers; courses *three, four, five, six*, and *seven* for superintendents.

By special arrangements with the instructor in charge course *five* or *six* may be substituted for course *four*.

The department is prepared to offer graduate work leading to the master's degree. To satisfy the requirements for the degree

in this department at least one year of study in residence at the University is necessary. Courses *five* to *seven* inclusive are designed to meet the needs of such students. A minor in some related department must be selected after consulting the instructor in charge. The preparation of a thesis on some approved topic is an essential requirement.

1. PRINCIPLES OF EDUCATION—An elementary course which seeks to acquaint the student with the practical and scientific phases of teaching. The principles of teaching are based upon the laws of genetic and dynamic psychology. The psychological factors in the process of learning and the science of the recitation receive consideration.

Three recitations a week the first semester. The course is repeated the second semester. Open to students who have credit for one semester of psychology or an equivalent.

2. HISTORY OF ELEMENTARY EDUCATION—A brief course in which attention is given to the events in the history of education that throw light upon the problems of the teacher in the elementary schools. Special attention is given to the work of the reformers of the eighteenth and nineteenth centuries.

Three recitations a week the first semester. The course is repeated the second semester. Open to sophomores.

3. SCIENCE OF EDUCATION—In this course are assembled the main, well-tested results of the scientific study of education from the psychological, biological, and sociological points of view. No attempt is made to give prescriptions and devices. The course is concerned with the fundamental principles of education. Besides considering the educational significance of the more purely psychological topics attention is given to such topics as environment and heredity, the learning process, the relation of fatigue to learning, the problem of retardation and elimination, the methods of mental measurement (the Binet-Simon scale and its modifications), and the pedagogy of vocational education.

Three recitations a week throughout the year. Open to juniors.

4. HISTORY OF EDUCATION—This course gives a connected account of the larger movements of educational thought from ancient to modern times. Educational ideas, methods, and

curricula are studied in their relation to social, cultural, and industrial changes.

Three recitations a week throughout the year. Open to seniors.

5. MODERN SCHOOL SYSTEMS—A comparative study of the school systems of Germany, France, England, and America. The study deals with the development and present organization of primary and secondary education in these countries. Attention is given to the training of teachers and to the connection between the schools and the life of the people.

Three recitations a week throughout the year. Elective, open to seniors and graduates.

6. EDUCATIONAL CLASSICS—Essentially a course in the philosophy of education. A study is made of the theories of education as held by such men as Plato, Aristotle, Locke, Rousseau, Pestalozzi, Hegel, Herbart, Froebel, Spencer, Harris, Hall, and Dewey. Source material is used extensively.

Three recitations a week throughout the year. Elective, open to seniors and graduates.

7. SEMINAR IN EDUCATION—In this course an opportunity is given to study intensively some of the current problems in education or some special period in the history of education. Open to seniors and graduates. The amount of credit for the course will depend upon the work completed.

## PRIMARY METHODS, OBSERVATION AND TEACHING

MISS WAITE

THE PURPOSE of this department is to train teachers. We attempt to do this through instruction, observation, and practice.

It certainly does not follow that, because a man or woman is a good student, he or she must necessarily be a good teacher. The profession of teaching, like any other profession, must be studied. After the work in observation and theory, comes the opportunity of putting these into practice under the supervision of thoroughly trained teachers. Our Training School, consisting of about three hundred children, including all of the Grammar as well as all of the Primary grades, a Principal, seven Critic Teachers, and five Special Teachers, furnishes ample

opportunity for this practice. The Special Teachers teach Music, Drawing, Domestic Science, Manual Training and Nature Study.

OBSERVATION IN THE PRIMARY GRADES—Twice each week throughout one year, the class visits the Training School. Before going, the students are instructed as to what they should carefully observe. Each lesson observed is given for a definite purpose, as we have no aimless observation work in our Training School.

Attention is given to the writing of lesson plans, so that, at the close of the year's work, the student is ready to begin his teaching in the Training School.

PRIMARY METHODS—The course in Primary Methods presupposes a knowledge of Psychology, Principles of Education, School Management and School Law, and follows the Observation in Primary Grades. This work is given three times a week during one semester.

Special attention is given to the teaching of every subject in the Primary Grades, with suggestions as to good devices for drill work. The same may be said of the work in the Grammar Grades, under another department.

At the close of each lesson in Primary Methods, the class is taken to the Training School, to see an application of these methods in a model lesson given by a Critic Teacher.

TEACHING—As we learn to do by doing, the best way to learn to teach is by teaching under skilled supervision.

As each student is given a subject to teach in the Training School, he is held entirely responsible for the results of his work. No lesson, however, is ever taught, until a plan, submitted at least the day before the lesson, is either approved or corrected.

The student is allowed to specialize to some extent in his teaching. Although it is not thought best that he should do all of his practice teaching in one grade, he may do it all in either the Primary or Grammar grades, and at least two-thirds of his teaching may be done in the special grade of his own choosing.

All of the practice teaching is under the close supervision of the Critic Teacher of the grade, or a Special Teacher, and the Principal of the Training School.

## PAIDOLOGY AND PSYCHOLOGY

PROFESSOR CHRISMAN

HOMER GUY BISHOP, *Instructor*

THE PURPOSE of the work in Paidology, the science of the child, is to furnish a knowledge of child nature. It is intended to give to students what has been learned about children, to fix in them the habit of observation and study of children, and to help them to an understanding of child life under the various conditions in which it is found.

The purpose of the work in Psychology is to give a knowledge of mind action in its various conditions. It is proposed to acquaint students with such facts of mind as have been gained through various sources, to help them to a better understanding of their own mental activities, and to give them power to apply this knowledge.

IN BOTH PAIDOLOGY AND PSYCHOLOGY facilities are afforded for laboratory and field work whereby much of the work is carried on by observation and experimental methods, so that not only is there opportunity given for learning the subject matter, but also for applying the work so as to give further power that will greatly aid in mental growth.

The details of the work of this Department are given herewith. All the courses give full college credit and, where not required, can be elected by students in any of the colleges of the University.

### COURSES

1. PSYCHOLOGY (INTRODUCTORY)—The aim of this course is to give an outline of the subject in order to acquaint the student with phenomena and laws of mental life and to train him in simple experimentation. In the first semester the essentials of the subject matter will be gone over and in the second semester the subject will be taken up in a more comprehensive way. The textbooks used will be *Pillsbury's Essentials of Psychology* for the first semester and *Angell's Psychology* for second semester, with references to other texts. Throughout the year; recitations 8:30, Section I Monday, Wednesday, Section II Tues-

day, Thursday; laboratory 3 hrs. per week (2500 min.), at hours as assigned. Three hours of collegiate credit each semester.

**PAIDOLOGY (INFANCY).**—In this course will be taken up the first period of life after birth, a knowledge of which is so important for the better understanding of the periods following. There will be studied both the physiological life of the being at this time, including the diseases of infancy, the beginnings of language, volition, and motor ability, the rise and development of the senses, etc., and also the care and attention needed by the infant as a basis for future growth. The references will be works on the diseases of infancy together with studies on growth and development, as, Preyer's *Development of the Intetct*, Preyer's *Senses and Will*, Shinn's *Notes on the Development of a Child*, Griffith's *Care of the Baby*, and Forsyth's *Children in Health and Disease*. Second semester; recitations 10:30 Monday, Wednesday; laboratory and field work 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit.

**3. PSYCHOLOGY (COMPARATIVE)**—This course will consist of a study of the development of intelligence in animal life as going along with the development of the nervous system as presented through behavior. With the texts to be used will be found Washburn's *Animal Mind*, Yerkes's *Dancing Mouse*, Morgan's *Introduction to Comparative Psychology*, Jennings's *Lower Organism*, Watson's *Animal Education*, and Thorndike's *Animal Intelligence*. First semester; recitation 7:30 Tuesday, Thursday; laboratory and field work 3 hrs. per week (2500 min.), at hours as assigned. Three hours of collegiate credit.

**4. PAIDOLOGY (CHILDHOOD)**—In this course the time of childhood is taken up. The general characteristics of this period, growth, disease, the senses, mental and physical development etc., are studied. Also observations and studies of children are carried on in the field and in the laboratory. Among the magazines referred to in the course are the *Pedagogical Seminary*, *Studies in Education*, and the *Paidotologist*; among the books are Oppenheim's *Development of the child*, Thorndike's *Notes on Child Study*, Chamberlain's *The Child*, Kirkpatrick's *Fundamentals of Child Study*, Sully's *Studies of Childhood*, and Warner's *Study of Children*. First semester; recitations 7:30

Monday, Wednesday; laboratory and field work 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit.

5. PSYCHOLOGY (GENETIC)—Under this course will be studied and compared the psychological development as shown by the child and the race. Among the topics to be considered will be the meaning of infancy, habits of growth and activity, physical development as related to mental development, and the interests and impulses of the child and the race. Works relating to the mental development of the child and of the race, as, Baldwin's *Mental Development in the Child and in the Race*, Kirkpatrick's *Genetic Psychology*, Tracy's *Psychology of Childhood*, King's *Psychology of Child Development*, Fiske's *Meaning of Infancy*, with other psychological texts, will furnish the material for this course. Second semester; recitations 7:30 Monday, Wednesday; laboratory and field work 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit.

6. PAEDOLOGY (ADOLESCENCE)—This includes the time of boygirlhood and youth. It is intended to give a knowledge of this so important time in the life of the young, directing attention to the remarkable growth and the changes that take place, taking up the characteristics of this period, with the mental and moral conditions that occur. Some of the magazines and books used are the *Pedagogical Seminary*, *Psychological Clinic*, *Journal of Adolescence*, Gross's *Play of Man*, Claparéde's *Experimental Pedagogy and Psychology of the Child*, Latimer's *Girl and Woman*, Hall's *Adolescence*, Starbuck's *Psychology of Religion*, and Ellis's *Man and Woman*. Second semester; recitations 7:30 Tuesday, Thursday; Laboratory and field work 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit.

7. PSYCHOLOGY (EXPERIMENTAL)—A study will be made of the subject matter of experimental psychology, together with demonstration of apparatus and methods of investigation, so as to familiarize students with this work; also the students will perform a series of experiments selected to furnish them practice in the use of apparatus, to acquaint them with the methods of experimental psychology, and to give them power to formu-

late results of experimentation. The texts used will be Titchener's *Textbook of Psychology*, Sanford's *Experimental Psychology*, and Myers's *Textbook of Experimental Psychology*, with references to other works on psychology. Throughout the year; recitations 9:30 Tuesday, Thursday; laboratory 3 hrs. per week (2500 min.), at hours as assigned. Three hours of collegiate credit each semester.

8. **PAIDOLOGY (UNCIVILIZED AND HISTORICAL CHILD)**—In this course will be studied the child as found among uncivilized, semi-civilized, and historical peoples. Some of the topics considered under the first subject are the relations of child and parent, care of children, deformation of children, games and plays and songs. Under the last heading is considered the child as found among the nations of ancient times, in Medieval Europe, and earlier United States. Comparisons are made in these studies with the child as found at present among civilized peoples. Such works are consulted as the *Smithsonian Reports*, Chamberlain's *Child and Childhood in Folkthought*, Bancroft's *Native Races of the Pacific States*, Kidd's *Savage Childhood*, Guhl and Koner's *Life of the Greeks and Romans*, Headland's *Chinese Boy and Girl*, Gray's *Children's Crusades*, and Earle's *Child Life in Colonial Days*. First semester; recitations 8:30 Tuesday, Thursday; laboratory and field work with children 3 hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit.

9. **PSYCHOLOGY (SOCIAL AND INDIVIDUAL)**—This course will include a study of the individual in his own activities and as modified by groups of individuals as found in the crowd, the mob, the assembly, and other gatherings social, religious, business, studying especially the influence of suggestion, imitation, and leadership. Among the works used in this course will be Eucken's *Problem of Human Life*, Ames's *Psychology of Religious Experience*, Ward's *Psychic Factors of Civilization*, Baldwin's *Individual and Society*, Lydston's *Diseases of Society and Degeneracy*, Le Bon's *The Crowd*, Fite's *Individualism*, and Scott's *Increasing Human Efficiency in Business*. First semester; recitations 10:30 Tuesday, Thursday; laboratory and field work 3 hrs. per week (2500 min.), at hours as assigned. Three hours of collegiate credit.

10. PAIDOLOGY (ABNORMAL CHILD)—Defective children, delinquent children, dependent children, wildlings, and exceptional children are studied under this heading, knowledge of the first four classes leading up to a better comprehension of exceptional children, who need so much to be studied and understood. Some of the works used are Wade's *Deaf-Biind*, Folks's *Care of Destitute, Neglected, and Delinquent Children*, Morrison's *Juvenile Offenders*, Riis's *Children of the Poor*, and Travis's *Young Malefactor*. Second semester; recitations 8:30 Tuesday, Thursday; visitations to institutions on Saturdays. Three hours of collegiate credit.

11. PSYCHOLOGY (ABNORMAL)—A study of mental disorders, as insanity and degeneracy, and of abnormal phenomena, as hallucinations, hypnoses, speech defects, etc. Clinics are held at the State Hospital for the Insane, located at this place. The students in this course in connection with those in abnormal Paidiology have visited The State Institution for Feeble Minded, The State School for the Blind, The State School for the Deaf, and the State Hospital for the Insane, all located at Columbus; The State Hospital for Epileptics, at Gallipolis; The State Girls' Industrial Home, at Delaware; The State Boys' Industrial School, at Lancaster; The State Hospital for the Insane, and the Athens County Children's Home, both located at Athens; The Athens County Infirmary, at Chauncey; and the Juvenile Court of Franklin County, at Columbus. Such works are consulted as Störring's *Mental Pathology in Its Relation to Normal Psychology*, Janet's *Major Symptoms of Hysteria*, Church and Peterson's *Nervous and Mental Disorders*, Jastrow's *The Sub-conscious*, Ellis's *The World of Dreams*, and Tanner's *Studies in Spiritualism*. Second semester; recitations 10:30 Tuesday, Thursday; clinics at the Athens State Hospital for the Insane at 3:00 on Fridays; visitations to institutions on Saturdays. Three hours of collegiate credit.

12. PAIDOLOGY (PRENATALITY)—This study will include the time of the child before birth. This period will be studied to ascertain what are the conditions of life at this time, what effects are produced here, the necessary care to be given, the problems of heredity and environment, and other matters connected with this period of life, which are of such vital importance to the

whole future life of the child. The works consulted are such as Minot's *Embryology*, Bateson's *Method and Scope of Genetics*, Davenport's *Race Improvement through Eugenics*, Heisler's *Textbook of Embryology*, Thompson's *Heredity*, Marshall's *Physiology of Reproduction*, and Kellicott's *Social Direction of Human Evolution*. First semester; recitations 10:30 Monday, Wednesday; studies on children 3 hrs. per week (2500 min.), at hours as assigned. Three hours of collegiate credit.

13. PAIDOMETRY—In this course it is purposed to study the growth and physical development of children. Among the works consulted will be Rowe's *Physical Nature of the Child*, Hasting's *Manual of Physical Measurements of Boys and Girls* Gulick and Ayres's *Medical Inspection of Schools*, Tyler's *Growth and Education*, Whipple's *Manual of Mental and Physica Tests*, and Lovett's *Lateral Curvature of the Spine and Round Shoulders*. Second semester; recitations 9:30 Monday, Wednesday; laboratory 3hrs. per week (2500 min.), one hour at 3:00 and the others as assigned. Three hours of collegiate credit.

14. THESIS WORK—Students who may elect to work out their theses in this department must have had sufficient work in paidiology and psychology to acquaint them with various phases of paidiological and psychological phenomena, at least two years completed in the department by the close of the senior year, exclusive of the thesis. Also under the rules of the University thesis work must be determined upon, and the head of the department in which the work is to be done consulted, before the opening of the first semester, and the work is to continue throughout the year. Those desiring thesis work in this department and who are ready for it will be given such subjects as may be suited to their acquirements and tastes. Throughout the year; 2 hrs. per week (4000 min.), at such hours as assigned. Three hours of collegiate credit.

## DEPARTMENT OF MATHEMATICS

PROFESSOR MILLS

ARITHMETIC—The course in Arithmetic comprises the work of two semesters, but only the second semester is required of high school graduates unless it should appear that they are in

special need of both. Accuracy and rapidity in performing the operations in the solution of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions. The text-book used in the first term's work is Milne's "*Practical Arithmetic*," and the work in this book is completed to the subject of Partial Payments. Ray's "*Higher Arithmetic*" is the text-book for the second term's work. Much material is chosen from Mills's "*Arithmetical Analysis*," and other widely used texts. The subjects especially emphasized in this term's work are the following applications of Percentage: Profit and Loss, Interest, True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject of Mensuration. The one important result, a proper understanding of the reason for every step necessary to the solution of a problem, is kept constantly in mind throughout all the work in Arithmetic. Forms of solution and methods of teaching receive special attention.

**ALGEBRA**—Wells's *Secondary Algebra* is the text for the first semester, and is completed through factoring. Fisher and Schwatt's *Higher Algebra* is the text for the second semester and is completed to Harmonical Progression.

**PLANE GEOMETRY**—Lyman's *Plane Geometry* is the text-book used. In this work students are encouraged to form the habit of original investigation. Terseness and technical accuracy of statement are constant requirements, and much emphasis is given to the application of the principles of Geometry to Arithmetic.

**DESCRIPTIVE ASTRONOMY**—One term's work is devoted to this subject. A text-book is used, but the topical method of recitation is followed, and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacal and Circum-polar Constellations, the principal stars and planets. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

NOTE.—For the courses in Solid Geometry, Advanced Algebra, Trigonometry and Surveying, and electives in Mathematics, see description of courses in the College of Liberal Arts. The courses in Arithmetic and Beginning Algebra are offered each term.

### SCHOOL DRAWING AND ELEMENTARY MANUAL TRAINING

MISS BRISON, *Head of Department*

MISS WENRICK, *Instructor*

DRAWING AND ELEMENTARY MANUAL TRAINING have obtained their present place in public-school courses because our most noted educators believe in their educational value. This work is taught primarily not to make artists and artisans but as a means of improving the public taste and the general culture. Learning the appreciation of the good things in nature and art from an æsthetic point of view is a pleasure to the student and often results in practical value. Training along these lines helps the individual to choose and create for himself, and thus greatly helps to bring about individuality of thought and expression. The manual arts should be taught for the sake of the individual student; and his needs should form the basis of the course of study. Therefore these subjects should train the powers of observation, bring one into closer touch with nature and various products of human activity, and help one to think and express himself clearly. Hence they serve to help to adapt one to his environment.

In the following courses the work and exercises will be given with this in view; that the student may not only learn how to do the work himself, but how it should be taught to children.

In drawing, pencil, charcoal, and colored crayons are used. It is thought best to have the student familiarize himself with all of these mediums, as their use varies in the different public schools.

SCHOOL DRAWING, FRESHMAN—Required. First Semester—Object drawing, elementary applied design, and some mechan-

ical drawing. One hour credit per week. Second Semester—Theory of color and methods of teaching drawing. Type problems for public schools will be worked out and provision made for observation in the Training School. One semester hour credit.

Note—A class, taking up the same work as that given in the first semester is offered during the last half of the second semester. Two semester hours credit.

**ELEMENTARY MANUAL TRAINING**—A course in cardboard construction, knife work, clay modeling, Venetian iron, and iron, and raphia and reed work, planned for primary and intermediate grades, but suggestive for a course for higher grades, is given in the first semester. Two semester hours credit.

### **COURSES FOR DRAWING TEACHERS AND SUPERVISORS**

Courses leading to a certificate in School Drawing are offered for those who wish to teach that subject. These students will be expected to take work in free-hand and mechanical drawing in the departments of art and civil engineering respectively, besides the courses in Drawing and Elementary Manual Training in the Normal College. In most cases the drawing teacher arranges his courses in correlation with the work of the different schools in which he is teaching, therefore he has to be an originator of courses as well as teacher. Hence it has been found necessary to require the student to take certain educational subjects or have a somewhat liberal education in addition to his work in drawing. Unusual advantages are offered to the students in that they are enabled to study with the different University instructors, giving a standing to their work not possible in a Normal School not connected with a university.

**DESIGN**—Two semesters. This course deals with applied design and aims at underlying principles. Designs for wood-work, book covers, stencils, metal work, etc., are made. Two hours credit per semester.

**COMPOSITION AND METHODS**—Two semesters. High-school, elementary, and grammar grade problems will be discussed.

Stories and poems will be illustrated. Landscape, figure, and flower composition will be attempted. There will also be sketching from the model and blackboard work. Four hours credit per semester.

**FREE-HAND DRAWING**—See courses in Drawing and Painting in the College of Liberal Arts.

**MECHANICAL DRAWING**—See courses in Civil Engineering in the College of Liberal Arts.

Students taking the Normal College courses leading to a degree may take the drawing course as elective, obtaining a certificate in school drawing as well as a degree at the end of the four-year course.

**DIPLOMA COURSES**—Courses for supervisors and teachers in public-school drawing are outlined in detail in the statement of the various courses in the Normal College, on another page.

### PUBLIC SCHOOL MUSIC

MISS LISTON, *Instructor*

THE AIM of this Department is two-fold. First,—a general study of the rudiments of music, for grade teachers. This work is required of all students taking the regular Elementary Course in the Normal College. The purpose of this is to acquaint the teacher with a sufficient knowledge of Music to be able to carry on the work intelligently under the direction of a Supervisor, or, if necessary, to give such instruction himself.

One year's work is required. The first half of each Semester is given to a study of the underlying principles of all the technical difficulties of music as found in the public-school course of eight years. In the second half of each Semester, the professional side of the subject is considered as thoroughly as possible with attention to practical methods as needed in School-room teaching.

All students completing this course will receive a Special Diploma. Sufficient time to earn this Diploma is given, and admission is based upon graduation from a high school of the first grade or equivalent scholarship. Students entering without equivalent scholarship may take work in the Preparatory School.

For those without any knowledge of Music, two years will be

necessary to complete the course, but those who have some knowledge of piano and voice may be able to complete the course in less time.

The following is a brief description of the work offered in this Department toward the completing of this Special Course.

**NOTATION**—Practice in rapid blackboard work in the writing of musical signs, and in a knowledge of their use.

**SIGHT SINGING**—Individual and class drill in singing at sight, without accompaniment, melodies in all major and minor keys. An intelligent study of rhythm, phrasing and expression.

**EAR TRAINING**—Systematically graded exercise to quicken the musical hearing. Oral and written reproduction of melodies in all keys.

**CHORUS**—A series of practical lessons in the study of material suitable for use in High School and Upper Grammar Grades. The possibilities of the school chorus investigated. Use of the baton as a dignified means of keeping chorus together. Each member of class taught to direct.

**ADVANCED SIGHT SINGING**—A class for those who are to become Supervisors of Music. A study of the different music systems in common use, is taken up in this class.

**METHODS**—Principles of education as applied to the teaching of music. Course of study planned, for all grades from First Year through the High School. Special study of the voice. Study of song material suited to the various years of school life. Rote Songs, how to select, to teach, and use them. Special attention paid to Folk Songs and Singing Games.

**OBSERVATION AND TEACHING**—180 hours teaching and observation are required for this course. During the first year the pupil-teacher observes music teaching in different grades, and reports on same to Music Supervisor. As soon as students are prepared they begin teaching in the Training Schools, and as they acquire skill in teaching music in all the grades under supervisions, they become experienced teachers of Public School Music upon finishing the course.

For a detailed statement of this two-year course for Supervisors of Public School Music, see the Course of Study on the following pages.

**ENGLISH LITERATURE AND COMPOSITION**

PROFESSOR WILSON

PROFESSOR COULTRAP

MISS KALER

1. **COMPOSITION.**—Teachers' course. Extensive practice in writing themes. A study will be made of some of the forms of composition. Methods of teaching composition will be emphasized. Two hours; first semester. Several sections.

2. **COMPOSITION.**—Teachers' course. A continuation of Course 1. Two hours; second semester.

3. **LITERATURE FOR THE PRIMARY GRADES.**—A study of representative myths, fables, folk-lore, fairy tales, and of two great epics. The purpose of the course is largely to deal with the source material from which most of the work in reading and in literature is drawn. Method work. Two hours; second semester. Course 1 must precede Course 3.

4. **LITERATURE FOR THE GRAMMAR GRADES.**—A study of the folk-lore suitable for these grades. Much material is selected from the Arthurian and Nibelungen cycles. Selections in poetry and prose from English and American writers. This course may be elected instead of Course 3 by those students expecting to teach in the grammar grades. Two hours; second semester.

5. **AMERICAN POETRY FROM 1811 TO 1890.**—This course is based upon the material given in Page's "The Chief American Poets." Discussions and written work. Two hours; first semester. Course 1 must precede Course 5.

6. **ENGLISH POETRY FROM 1798 TO 1896.**—The course will largely follow the poetry selected in Page's "British Poets of the Nineteenth Century." Discussions and written work. Three hours; second semester. Course 1 must precede Course 6.

7. **HIGH-SCHOOL METHODS IN ENGLISH.**—A consideration of the methods of teaching literature and composition. The "English requirements" will be taken as a basis for a large part of the course. This course will be given every other year, and presupposes Courses 1, 2, 5, and 6, or an equivalent. Elective. Two hours; first semester. (Given in 1912.)

8. ENGLISH DRAMA FROM 1586 TO 1653.—A study largely following the selections in Neilson's "The Chief Elizabethan Dramatists" Library work. Three hours; second semester. Open to juniors and seniors.

9. THE POETRY of MILTON—In addition to the poetry, there will be collateral reading assigned in Milton's prose and on questions of contemporaneous history. This course is given each alternate year, and is open to juniors and seniors. Two hours; first semester. (Given in 1913.)

### **ELEMENTARY SCIENCE**

**PROFESSOR MATHENY**

The work in this department is as follows:

First Semester	Second Semester
First year Botany.....(3)	First year Botany.....(3)
College Botany.....(3)	College Botany.....(3)
Civic Biology.....(3)	Civic Biology.....(3)
	Elementary Science.....(3)

In all these studies the idea of civic and community welfare is placed foremost. The practical and human interest side of these sciences is strongly emphasized with the aim of best serving the needs of the teacher and of citizenship in general.

THE LABORATORY AND FIELD METHODS of study will be followed almost entirely. For this purpose ample apparatus and a school garden have been provided. Attention will be given to the planning and construction of simple apparatus whereby important natural laws can be demonstrated in an inexpensive manner.

1. FIRST YEAR BOTANY.—This course will run throughout the year and is required in all courses. It will be a consideration of plants in their practical relation to every-day life, and will be especially adapted to the needs of teachers. In the Fall and Spring work in the school garden will be required. "Practical Botany" by Bergen and Caldwell is the text. One recitation and two laboratory periods per week.

2. COLLEGE BOTANY.—Three hours per week throughout the year. During the first semester Plant Histology and Ecology

will be given. The greater part of the time will be devoted to laboratory and field work. Chamberlain's *Plant Histology* and Duggar's *Plant Physiology* will be the texts used. Plant Morphology and Physiology will be given in the second semester in which extended attention will be given the evolution of the cryptogams, with special reference to the algae and fungi. "Principles of Botany," by Bergen and Davis will be used. This work is required in the Agricultural course and is made optional with Zoology in the College of Liberal Arts.

3. CIVIC BIOLOGY.—This is a study devoted to the everyday problems presented to us by the living forces in nature. Modern Biology is rapidly extending its influence into all avenues of human activities and national life. This branch, Civic Biology, aims to reach the common schools and community life through the agency of the teacher. While evolution is not lost sight of in this work it is by no means placed foremost, neither is it intended to train specialists. The course centers about the child, the home, and the state in their most common relations to living nature. Required in Normal College Courses. Two recitations and two laboratory periods per week, credit, 3 semester hours.

4. ELEMENTARY SCIENCE—This study is made a consideration of the Natural Sciences in their more elementary aspects. Simple and easy explanations for the more common phenomena of nature are given. The needs of the common school and grade teachers are placed foremost. Attention is given to the construction of simple apparatus. Three hours during second-semester. Elective.

## AGRICULTURE

PROFESSOR W. F. COPELAND

THE DEPARTMENT OF AGRICULTURE was established in June, 1911. Previous to that time instruction in agriculture was given in the Department of Elementary Science. Courses had been given for three years and the increasing demand for such work justified a new department. The primary purpose is to equip teachers for giving instruction in agriculture in the public

schools. On account of present conditions it is necessary to modify this aim to some extent and give lessons regarding subject-matter as well. The lessons are practical rather than detailed or scientific. The department is being equipped with modern apparatus whereby important lessons can be demonstrated. Provisions are made for enlarging this equipment as fast as is advisable for efficient work. In the laboratory, students are instructed in seed testing, soil studies, a study of plant life under laboratory conditions, farm plans, machines, and the use of the more common and practical pieces of agricultural apparatus. Such studies are planned for the winter season. During the summer season as far as possible lessons will be demonstrated in the field where plants and animals are living under ordinary conditions. The department has an excellent agricultural library.

Provision is now made for a two-year course, at the completion of which students are granted a diploma in School Agriculture. A summary of this course is given below, and a complete outline by semesters elsewhere in this catalog.

**COURSE I—GENERAL AGRICULTURE**—This course is arranged for the first semester of the freshman year and also for the summer session. It is a four-hour study and is conducted on the laboratory and recitation plan—two laboratory periods of two hours each and two recitations per week. For demonstration, use is made of the common field, garden, and orchard crops. This includes such problems as fall planting, harvesting, storage, and some important plant diseases. The other features of farm life will be given equal consideration. The text used is Warren's *Elements of Agriculture*.

**COURSE II—HORTICULTURE**—This is a four-hour study and is planned for the second semester of the freshman year as a continuation of Course I. The lectures, recitations, and reports will cover a general survey of the subject, especially to suggest opportunities open in different phases of horticulture. The outdoor work will consist of demonstrations and studies of material properly belonging to that season of the year—spraying, pruning, planting; also plans for gardens, orchards, and lawns. At this time a more careful study will be made of the more im-

portant insect and fungus enemies. Two field lessons of two hours each and two recitations per week. Four hours' credit.

**COURSE III—FORESTRY**—This course aims to give students a knowledge of forest conditions, their distribution, and the possibilities in tree planting. As far as possible this is done out in the field where the importance of trees can be considered as soil-makers, wind-breakers, and money-makers. Both the economic and aesthetic values will be considered. Emphasis is placed on the value of Forestry as a school study. This is a three-hour course consisting of one recitation and two field lessons per week. It is offered the first semester of the Sophomore year.

**COURSE IV—FARM ANIMALS AND FARM CROPS**—This course is planned to give students a knowledge of the most important farm animals of the different types, and elementary lessons in feeding, balanced rations, and judging. Concerning farm crops, studies are made of selection, planting, crop rotations, and artificial fertilizers. This is a three-hour course. One recitation and two laboratory sessions per week. It is given the second semester of the Sophomore year.

**COURSE V—EVOLUTION AND HEREDITY**—This is the course formerly offered during the winter term. It is now scheduled for the first semester of the Sophomore year. The plan of the work is to consider a few of the prominent theories of Evolution or Heredity or both; especially those of interest to animal and plant breeders. This course presupposes some knowledge of botany and zoology. Three recitations per week during the first semester of the Sophomore year.

**COURSE VI—RURAL ECONOMICS**—Students taking the two-year course in agriculture are allowed to substitute commercial law for Course VI. The aim of this study is to consider some of the important farm problems, such as wages, rent, labor, land, marketing, crops, and their related problems. Some time will be devoted to the possibilities of the small farm, the large farm, intensive and extensive culture, and also to consider to what extent farm operations can be foretold and directed according to a farm plan. The class will meet for three recitations per week during the second semester of the Sophomore year.

**Summary of Courses in School Agriculture Ohio University  
Normal College, Athens, Ohio**

Time required—Two years.

Entrance requirements—15 units.

Summary of Requirements for Completion of Course:—

SUBJECT	SEMESTER	YEAR	CREDIT HOURS
General Agriculture.....	First .....	Fresh.....	4
Horticulture .....	Second .....	" .....	4
Forestry.....	First .....	Soph.....	3
Farm Animals and Farm Crops.....	Second .....	" .....	3
Evolution and Heredity....	First .....	" .....	3
Rural Economics or Commercial Law.....	Second .....	" .....	3
Plant Histology or Plant Ecology.....	First .....	" .....	3
Plant Morphology and Plant Physiology.....	Second .....	" .....	3
Civic Biology.....	First .....	Fresh.....	4
Civic Biology.....	Second .....	" .....	3
Zoology .....	" .....	" .....	3
Chemistry.....	1" & 2"	Soph.....	6
Rural School Didactics.....	First .....	Fresh.....	3
Domestic Science or Manual Training.....	" .....	" .....	<u>2</u>
			47
From the following Professional Studies—Hours to elect.....			18
		Total.....	65

**PROFESSIONAL STUDIES:**—School Administration and School Law, History of Education, Science of Education, Ethics, Secondary Course of Study, Psychology, Logic, Paidatology, Supervision and Criticism, Sociology, Teaching.

**OR:**—Agricultural Chemistry, Farm Accounts, Advanced Botany, Vertebrate Zoology, Physiography, Soils, Geology, Cement, Domestic Science, Manual Training.

**NOTE**—Students desiring to obtain the special state life certificate in Agriculture will need a total of 30 semester hours in professional subjects, which they may do by taking 12 hours additional to the course as outlined or by making substitutions

in the course, subject to the approval of the Dean of the College and the head of this department.

## RURAL TRAINING DEPARTMENT

PROFESSOR RICHESON, *Supervisor*

The work in this department is designed to meet the needs of the rural teacher.

**RURAL SCHOOL DIDACTICS**—A course in Rural School Didactics is given, in which are discussed the proper attitude of the teacher towards the profession, the proper training for teachers, the relation that the school and the home bear to each other, the means of securing the best results in the school-room, the correlation of subjects, the proper combination of classes, the methods and need of supervision, the consolidation of weak schools, and the best methods of instruction to be employed in the rural schools.

**RURAL SCHOOL COURSE OF STUDY**—Following the subject of methods as presented in the class in Rural School Didactics as shown above will be given a course in Rural School Course of Study in which a number of practical courses of study will be studied, together with a study of the Report of the Committee of Twelve. It will be the aim of this class to develop for itself a practical course of study, designed especially for use in the rural schools.

Classes in Rural School Didactics and in the Rural School Course of Study will be organized about the middle of the second semester to accomodate those coming in after the close of their schools.

This department has in operation a first-class model rural school in which the work as taught in the class-room is exemplified in actual school work. This model school is so located that it can be reached by those taking this course in a very few minutes.

Almost one-half of the 27,000 teachers employed in the public schools of Ohio are engaged in teaching rural schools or in small village schools where a close system of classification into grades by years is impossible. The State Normal College has made

ample provision for the training of teachers for these schools and has recognized the essential differentiation in the functions and needs of such schools as compared with those of cities and the larger towns. The course for rural teachers makes ample provision for Observation and Practice in the Training School established for the special purpose of training rural teachers. In this Training School, divided into two rooms, are to be found the eight grades. Each room is presided over by a skilled teacher who is a graduate of the State Normal College and who has had several years of successful experience in teaching. Over these two critic teachers is an experienced supervisor who is also a graduate of the State Normal College, with the Bachelor's degree, and who teaches professional and academic subjects in the State Normal College.

THE TWO-YEAR COURSE provided for rural teachers does not require graduation from a four-year high school as a prerequisite for admission. However, no diploma under the Hawkins Law can be granted for the completion of this course. For this reason, provision will be made for graduates of four-year high school courses to take the regular two-year course in elementary education, in which the special courses in Rural Methods, Observations and Practice, will be substituted for courses in similar subjects required in that course. Then the graduate from the Rural School Course will be granted a diploma which will have the same value and receive the same recognition as a diploma issued on completion of the two-year course for elementary teachers. We strongly urge high school graduates to take this course, for the rural schools of Ohio are very much in need of teachers who have received training equal to the training required of teachers for the towns and cities. Students who have completed the work of the first year of the course as outlined on another page, will be permitted and required to teach in the Rural Training School.

#### DEPARTMENT OF HISTORY AND GOVERNMENT

PROFESSOR THOMAS N. HOOVER

FIRST SEMESTER

- 1a. American History, collegiate, 3 hours.
- 2a. Advanced American Government, collegiate, 2 hours.

- 3a. Constitutional History, collegiate, 2 hours.
- 4a. Government of England, collegiate, 2 hours.

#### SECOND SEMESTER

- 1b. American History, collegiate, 3 hours.
- 2b. Advanced American, Government collegiate, 2 hours.
- 3b. Constitutional Law, collegiate, 2 hours.
- 4b. Methods in History, collegiate, 2 hours.

**DESCRIPTION OF THE COURSES**—Courses 1a and 1b offer a thorough course in the history of our own country. The usual college method is used—lectures, reference work, papers, and term thesis. The guides to the courses will be the *Manual*, and the *Epoch Series*. These courses are open to all students in any department of the University excepting preparatory.

Courses 2a and 2b offer a thorough study of the actual workings of our government—National, State, and Local. The *Manual* and Hart's *Actual Government* will be used as guides.

Course 3a is a study of the making and the ratifying of the Federal Constitution. Sources are investigated and the students report on their topics investigated.

Course 3b is carried on by the text and case method. All the leading cases bearing on the subjects are abstracted. McClain's *Constitutional Law* is the guide.

Course 4a deals with the present actual Government of England—National, Local, and the Empire. Lowell's *Government of England* is used as a guide.

Course 4b is specially intended for those students who desire to teach history or government.

Course 3a and 4a, 3b and 4b may be given alternate years.

### DEPARTMENT OF GEOGRAPHY

PROFESSOR RICHESON

THE COURSE in Physiography will be research work entirely. It will be the aim of this course to develop the subject in a logical manner, taking up such parts of Physical Geography as are essential to the study of Political and Commercial Geography, after which the topical method of developing these phases of the subject will be pursued. This work will also be devoted, in part, to the study of methods.

In Physical Geography, no effort will be made to encourage the memorizing of the work, but no pains will be spared to develop the thought. In this course, besides the work of the regular text, there will be required research work, field trips, laboratory exercises, and drawings.

The Political Geography will be especially designed to meet the needs of those expecting to take the teachers' examinations. This work will be comprehensive, thorough, and of permanent value. More attention will be given to geographical and industrial development than to locative geography, although this phase of the subject will not be neglected.

A class in Political Geography will be organized about the middle of the second semester to accommodate teachers coming in after the close of their schools.

### THE KINDERGARTEN SCHOOL OF THE STATE NORMAL COLLEGE OF OHIO UNIVERSITY

CONSTANCE T. MCLEOD, *Principal.*

KATE DOVER, *Assistant.*

This school offers a training to young women who desire to prepare themselves for professional work as kindergartners.

It gives opportunities also for those who do not intend to become teachers, but desire this course as a means of general culture or as an aid in following other lines of work.

The Kindergarten is recognized now as a part of the educational system of Ohio. Every year new kindergartens are opened, which creates a corresponding demand for thoroughly trained kindergartners. The Kindergarten training is also an avenue to other lines of work. Trained kindergartners find positions as settlement workers, probation officers of juvenile courts, matrons of children's institutions, and librarians in children's departments of libraries.

The Kindergarten School of the State Normal College of Ohio University offers exceptional advantages to students because of its being an integral part of the University, so that in addition to the training in Kindergarten education, students receive instruction in other departments of the institution. As a part of the regular work in the Kindergarten School, a kindergarten is con-

ducted where students may observe and obtain practical experience in all branches connected with such work.

Second year students attend the meetings of the Kindergarten Mothers' Association which are held once a month and so gain an insight into the organization and conducting of such meetings.

The course offered is two years in length, and leads to the diploma in Kindergarten Education. This course is given in detail by terms on another page.

**REQUIREMENTS FOR ADMISSION**—Graduation from a first-class High School or equivalent scholarship.

The course is as follow:—

FIRST YEAR.

First Semester—Mother Play, 1; Gifts, 2; Occupations, 1.

Second Semester—Mother Play, 2; Gifts, 1; Occupations, 1.

SECOND YEAR.

First Semester—Mother Play, 2; Gifts, 2; Occupations,  $\frac{1}{2}$ ; Program Construction,  $\frac{1}{2}$ .

Second Semester—Mother Play, 1; Stories,  $\frac{1}{2}$ ; Education of Man,  $\frac{1}{2}$ ; Program Construction, 1; Games, 1.

**KINDERGARTEN THEORY AND ACTIVITIES**—Under the head of Kindergarten Theory and Activities are included all those subjects which pertain especially to Kindergarten education.

**FROEBEL'S "MOTHER PLAY"**—A study of this work with reference to other writings of Froebel. Educational laws and life-truths are presented and insight gained into child life.

**PROGRAM CONSTRUCTION**—A study and discussion of the different division of Kindergarten work with the planning of programs for definite periods.

**STORIES**—A study of typical stories and of the principles governing their selection with practice in story telling.

**GIFTS AND OCCUPATIONS**—Theory and practice in the use of the Kindergarten play material, known as the gifts, and the Kindergarten occupations, or hand-work.

**RHYTHM, SONGS, AND GAMES**—A study of these with the principles underlying them.

**OBSERVATION AND PRACTICE TEACHING**—In the Kindergarten and also observation in the Primary School, both under supervision.

In connection with the observation and practice teaching in the Kindergarten a class is held one period a week for the discussion of the different parts of the daily work in the Kindergarten.

Observation in the Primary School and work in Primary Methods is limited to work done in the First and Second Grades.

In order to accommodate teachers who wish to gain an insight into Kindergarten theory and practice a beginning class will be organized about the middle of the Second Semester if five or more students request it at that time.

### DEPARTMENT OF DOMESTIC SCIENCE AND ART

MISS SCHURTZ, *Head of Department*

MISS CRUMP, *Assistant*

MEETING A DEMAND—In answer to the growing demand throughout the country for trained teachers of domestic science and art, a department of Domestic Science has been opened in the State Normal College of Ohio University. This department not only offers a two-year course leading to a diploma but also affords opportunity for those in other departments of the State Normal College or University to elect work in Domestic Science and Art.

A PRACTICE HOME—A house has been purchased and fully equipped for carrying on the work. Sewingrooms, kitchens, livingroom, diningroom, and bedrooms are arranged and completely furnished, affording conditions as near like those of the home as possible.

The course as outlined is designed to fit those pursuing it to teach this subject in the elementary and secondary schools. While it recognizes that a knowledge of the theory is essential to those who are preparing themselves for this work, it emphasizes also the practical side as very important. Practical work is given in cooking and sewing, sufficient to make the young woman skillful in her work and give her a good opportunity for instructing others.

This course is of a kind that it is practically necessary to begin the same at the opening of the first semester and continue it regularly throughout the two years. Certain subjects are elect-

ive but the entire course is compulsory for all who intend to specialize with a view to teaching the work.

**REQUIREMENT**—Graduation from high school or fifteen units of preparatory work.

**FEES**—Fees to partially cover cost of materials are charged. See each course.

**SEWING**—Two consecutive hours twice a week throughout the course. Credit: two hours. Fee: \$1.50 each semester.

**SEWING I**—This course is offered the first semester. It includes the various stitches on canvas; hems and hemming; ruffles and bands; darning stockinet and cloth; patching, hemstitching; flannel work; buttonholes; sewing on of buttons, hooks and eyes; making of eyelets; seam, placket and gusset work; also models illustrating the use of embroideries and laces in white work and simple crocheting with yarn.

Courses in sewing for elementary schools are considered and methods of presenting the work are discussed.

**SEWING II**—This course is offered the second semester. For those in regular course, model sewing is a requirement. Students in other courses may elect this work. This course includes both hand and machine sewing. The practical work covers the designing and drafting of patterns, cutting and making of a four-piece set of undergarments—and the care and manipulation of machines and attachments, as hemmer, guage, tucker and ruffler. Materials and trimmings suitable for undergarments, the comparative cost of each, and amounts necessary are considered.

**SEWING III**—Requirement:—Sewing II. The purpose of this course is to teach the principles of dressmaking, the taking of accurate measurements, the use of a drafting system by which patterns are designed and made, the designing of ordinary garments, the choosing and economical cutting of materials. The aim also is to develop neatness, accuracy, and originality. The practical work consists in the making of a tailored waist, tailored cotton shirt, and cotton dress.

**SEWING IV**—Requirement:—Sewing II and III. This course is a continuation of Sewing III. It includes the making of a woolen skirt and silk or woolen waist. Both drafted and purchased

patterns are used. The last eight weeks of the semester are given to art needlework. Darning, applique, cross-stitch, dots, eyelet and French embroidery are included in this course.

**TEXTILES**—One hour throughout the first semester. A study is made of primitive life in its relations to the arts and industries and the development of weaving and spinning. The various fibres, cotton, flax, silk and wool are studied with respect to manufacture, price, and adaptation to use.

**COOKING**—Two consecutive hours twice a week throughout the course. Credit: two hours. Fee: \$1.50 each semester.

**COOKING I**—This course consists of practical work in the preparation, cooking, and serving of the following classes of foods—vegetables, cereals, fruits, starches, beverages, soups, candies, meats. Special attention is given to the proper methods of work in the kitchen, to cleanliness; neatness, and accuracy of work.

**COOKING II**—Continuation of Cooking I. The subjects considered under this head are meats, breads, butters and doughs. Practical work in marketing and in the preparation and serving of meals is given in combination with the work offered along that line in Household Management.

**COOKING III**—Continuation of Cooking I and II. Practical work in canning and preserving, in cakes, pastries and preparation and serving of foods for the sick and convalescent. Special stress is laid on dainty and attractive service of foods prepared.

**COOKING IV**—Continuation of Cooking I, II and III. Practical work in salads, sandwiches and chafing dish cookery; hot and cold deserts. Dishes of more complicated nature are taken up in this course. Special attention is given to planning menus and formal services. Practical work is given in serving of breakfasts, dinners or luncheons.

**FOOD STUDY**—This is a two-hour course throughout the year. It includes the study of food principles, their source, composition and food value, also a brief study of digestion, digestive juices, and their action. Each food principle is studied as to composition, physical properties, influence on digestion, digestion in the

various digestive organs, absorption, circulation, excretion and storage. A complete and systematic study is made of the various food stuffs as to source, composition, structure, digestibility, food value, manufacture, cost and preparation. The course consists of lecture and reference work. Food Study runs parallel with Cooking I and II.

**HOUSEHOLD MANAGEMENT**—Three-hour course throughout the second semester. In this course are considered the problems of house administration with reference to structure, sanitation, furnishing, methods of cleaning; business management of the household, namely: division of income, household accounts including daily and weekly schedule, division of labor, domestic service, social, industrial and ethical relations of the home. Practical work is given in marketing, planning and serving of meals and general care of the house. Lectures on laundry work, cleansing of fabrics, removal of stains, etc., are given in this course. The laboratory work consists of practical laundry work according to methods presented in class. The equipping and care of the laundry are considered.

**HOME NURSING**—This is a two-hour course for the first nine weeks of the first semester. The aim of this course is to teach the care of the sick in the home, to enable one to assist intelligently in the sick-room, and to handle emergencies in the house and elsewhere. It includes the location, care, furnishing and ventilation of the sick-room; the care of the patient, as to feeding, bathing and dressing; application of poultices and bandaging. Text:—"Practical Nursing," by Maxwell and Pope.

**DIETETICS**.—This is a two-hour course for the last ten weeks of the first semester. This course deals with the nutritive value, digestibility, and cost of various foods. Dietaries for persons of different ages, under different conditions, and engaged in various occupations are computed.

**HISTORY AND ORGANIZATION OF DOMESTIC SCIENCE AND ART**—This is a one-hour course throughout the second semester. The origin and growth of domestic science and art, their place in the school curriculum, the correlation of domestic science and art work with other subjects taught in the public schools, the planning of a course of study and its adaptation to con-

ditions existing, equipment and cost, the presentation of the work, and methods of teaching are considered.

**APPEAL TO TEACHERS**—It is the aim of this Department to be of immediate service to teachers actually engaged in teaching. The law in Ohio requires a minimum school term of eight months. This brings the most schools to a close the last of April. The courses in Domestic Science and Art are so arranged that most of the work is given in half semesters of nine or ten weeks each. Teachers may therefore enter at the close of their schools and find classes just organizing for the last quarter of 8 to 10 weeks. These classes in most cases will recite twice as often as classes organized at the beginning of the semester and will therefore be able to do a whole semester's work. Many first semester studies are also repeated at this time to accommodate students who desire to enter for the last quarter.

**COURSES OF STUDY  
OF THE  
STATE NORMAL COLLEGE  
OF  
OHIO UNIVERSITY**

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**COURSES LEADING TO DIPLOMAS AND DEGREES**

IN THE FOLLOWING PAGES may be found an analytical statement of each course. The course for high-school teachers, principles, and superintendents requires 120 semester hours and leads to the degree of Bachelor of Science in Education. The one-year course for college graduates requires 30 semester hours in Education and leads to the degree of Bachelor of Science in Education. All the other courses with but one exception require from 60 to 66 semester hours and lead to special diplomas, which lead to state life certificates, as outlined on a previous page. The one exception is the course for the training of teachers for rural schools, which does not require 15 units of preparatory work for admission, as does each of the other courses.

A total of 10 semester hours in Observation and Teaching, or Didactics and Teaching, is required in each course. The figures following each study indicates the number of semester hours of credit given for each and these numbers usually correspond to the number of recitations of 60 minutes each given in the subject per week.

**REQUIREMENTS FOR ADMISSION TO THE STATE  
NORMAL COLLEGE**

Students may be admitted on examination or on certificate from a recognized high school. A graduate of a first-grade, or four-year, high school, is usually able to enter without any con-

ditions. A graduate of a three-year high school, is usually given 12 to 14 units; and a graduate from a two-year high school, 8 to 10 units, as determined by the standard outlined below.

A unit is the equivalent of a course in any given secondary-school subject pursued a school year covering not less than 120 hours of 60 minutes each. If the recitations are but 40 minutes in length, 180 recitations are required to make a unit. Usually a high-school subject pursued 32 weeks with five recitations per week is accepted as a unit, but the recitations should be 45 minutes in length. Two hours of laboratory work, manual training, or drawing are required for one hour of credit.

CANDIDATES FOR ADMISSION to the degree courses of the State Normal College must present credentials from high school, or examination covering fifteen units in recognized secondary subjects, as indicated below:

ENGLISH (select 3 units); Composition and Rhetoric, 2 units; Classics 1; History of Literature, 1; English Grammar in the Senior Year,  $\frac{1}{2}$ .

HISTORY (select 1 unit); American History and Civics, 1; Ancient History  $\frac{1}{3}$ ,  $\frac{1}{2}$ , or 1; Medieval History,  $\frac{1}{3}$ ,  $\frac{1}{2}$ , or 1; Modern History,  $\frac{1}{3}$ ,  $\frac{1}{2}$ , or 1; General History one year, 1 unit; English History  $\frac{1}{3}$ ,  $\frac{1}{2}$  or 1.

MATHEMATICS (select 2 units); Algebra through quadratics, 1; Algebra completed  $\frac{1}{2}$ ; Plane Geometry 1; Solid Geometry  $\frac{1}{2}$ ; Plane Trigonometry  $\frac{1}{2}$ ; Arithmetic following Algebra and Geometry,  $\frac{1}{2}$ .

FOREIGN LANGUAGES (select 4 in one language or in two); Latin, 2, 3, or 4; Greek, 2, 3, or 4; German, 2, 3, or 4; French, 2, 3, or 4; Spanish, 2, 3, or 4.

SCIENCE (select 1 unit); Physics, 1 Chemistry, 1; Physical Geography,  $\frac{1}{2}$  or 1; Botany  $\frac{1}{2}$  or 1; Zoology,  $\frac{1}{2}$  or 1; Physiology  $\frac{1}{2}$ ; Agriculture  $\frac{1}{2}$  or 1; Domestic Science  $\frac{1}{2}$ ; Drawing  $\frac{1}{2}$ ; Manual Training  $\frac{1}{2}$ ; Commercial Geography,  $\frac{1}{2}$ . The above schedule names 11 required units; the remainder of 4 units to be selected by the student.

Other subjects are rated on amount and character of work done, as shown by certificate from the high school. Students should write the Registrar for Application Blanks before entering.

FOREIGN LANGUAGE—If the student has had but four years

of one foreign language or two years in each of two foreign languages, he must pursue a foreign language two years in college, but if he can present credits for five years in two foreign languages, he will be required to take but one year of a foreign language in the college course. Additional work in the foreign languages may be taken as electives. This requirement applies only to students pursuing the four-year or degree course.

**SPECIAL STUDENTS**—Students who desire to pursue special studies and are not candidates for a degree will be admitted on the following conditions:

Applicants over twenty-one years of age who can present credits for the common English branches, as well as such other branches as would qualify them to enter the classes they wish to enter, will be admitted with special ranking, but students admitted on such terms will be required to satisfy by examination all entrance requirements before being permitted to graduate from any diploma course.

**SPECIAL PREPARATION FOR TEACHING IN HIGH SCHOOLS**—There is a strong demand for high-school teachers, principals, and superintendents who have had special college training in one or two lines of work. To meet this demand the State Normal College has always discouraged scattering in the selection of electives and has always required of those preparing to become high-school teachers that they select not later than the Sophomore year, Science, Mathematics, English, Foreign Language or History, and do three years of college work in the subjects chosen. Therefore candidates for the degree of Bachelor of Science in Education shall have before graduation not less than 15 semester hours to their credit in one of the five lines named. The course also requires a total of 30 semester hours in Education. The remaining 82 semester hours may all be distributed among the groups of Mathematics, History, English, Foreign Languages, and Science. Students preparing to teach in the high-school are advised to carry two majors, although but one is required. Teachers who have done three years of college work in two related fields, such as History and English, or Mathematics and Science, have a much stronger call to a good teaching position than those who have specialized in nothing, or in but one study.

In the Sophomore Year one of the Sciences is required, the option to be made by the student, who selects from Agriculture, Biology, or Chemistry. If Biology is chosen it must be followed by one semester of Botany. If Agriculture or Chemistry is chosen, it must be carried through two semesters.

In the Junior Year opportunity is offered for a year in Manual Training, or Domestic Science, or Agriculture, or Commercial Science for those preparing as special teachers in such subjects. Should the student not desire one of these special subjects a substitute will be assigned by the Dean of the College to suit the line of special preparation the student is making.

In the Senior Year students who are preparing for positions as principals, supervisors, or superintendents will be required to take two semesters in School Administration, but students preparing to teach rather than to supervise will not be required to take this work in School Administration.

The great number of options governed by the restrictions above outlined enable students to pursue a large number of variations.

**STANDING OF STUDENTS** —The standing of a student in this course shall be designated by the members of the faculty who shall record on their class books and on the credit slips of students the following standard of proficiency: Grade A shall mean 95% or above; B shall mean 85 to 94 inclusive; C shall mean 80 to 84 inclusive; D shall mean 75 to 79 inclusive; E shall mean 70 to 74 inclusive, and F shall mean below 70, which is a failure. All students who have made no grade below C for the preceding semester may be allowed to carry 16 semester hours; students who have made no grade below B for the preceding semester may be allowed to carry 17 semester hours, and students who have made A in all studies for the preceding semester may be allowed to carry 18 semester hours. Whether a student shall be allowed to carry more than 15 semester hours shall be determined by the Committee on Classification and Registration.

**DECREE.**—Upon completion of the four-year course in the State Normal College, with all entrance conditions met as above outlined, the student will be granted the degree of Bachelor of Science in Education. Students who complete all the required

work in the four-year course in the State Normal College and the A. B. Course in the College of Liberal Arts of Ohio University, will be granted the A. B. degree by the College of Liberal Arts and the degree of Bachelor of Science in Education by the State Normal College.

Graduates from reputable literary colleges may complete an elective course in Education in one year of 30 semester hours and receive the degree of Bachelor of Science in Education. The course is outlined on another page.

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

### Freshman Year

#### FIRST SEMESTER

Select one: Latin, 4; Greek, 4; German, 3; French, 3.....	3 or 4
College Algebra, 3; or Physics, 3; or American History.....	3
Civic Biology.....	3
Psychology.....	3
English Composition, Teachers' Course.....	2

#### SECOND SEMESTER

Continue one foreign language,	3 or 4
Trigonometry, 3; or Physics, 3; or American History.....	3
Civic Biology, 3; or Botany, 3; or Zoology.....	3
English Composition, Teachers' Course .....	2
Electives.....	4

### Sophomore Year

Agriculture, 4; or Biology 3; or Chemistry .....	3
Ethics .....	3
Hygiene and Sanitation.....	2
American Poetry.....	2
Paidiology .....	3
Electives .....	2

Agriculture, 4; or Chemistry, 3; or Botany.....	3
Sociology.....	2
English Poetry.....	3
Paidiology.....	3
Electives.....	4

### Junior Year

Science of Education.....	3
High School Methods.....	2
Didactics.....	3
Commercial Science, 4; or Man- ual Training, 4; or Domestic Science, 4; or Agriculture, 3 3 or 4	4
Electives.....	3

Science of Education.....	3
Secondary Course of Study.....	2
Psychology.....	3
Commercial Science, 4; or Do- mestic Science, 4; or Manual Training, 4; or Agriculture, 3 ..	4
Electives .....	4

### Senior Year

School Administration or an as- signed elective.....	3
History of Education.....	3
Teaching.....	3
Thesis.....	3
Electives.....	3

Supervision and Criticism or an assigned elective.....	2
History of Education.....	3
Teaching.....	3
Elizabethan Dramatists, 3; or Philosophy.....	2
Electives .....	5

**EXPLANATION OF DEGREE COURSE.**—Each candidate for the degree from the State Normal College must have a credit of 120 semester hours. By taking 15 hours each semester a student can graduate in four years. Three summer sessions will enable a student to complete 30 semester hours if his work is supervised by the college faculty during the school years intervening; otherwise four summer sessions will be required to cover 30 semester hours.

Six years of foreign languages are required for graduation and if the student presents credits for but four years on entering, the two collegiate years in a foreign language will be required.

Apparently the course above outlined is nearly all required; yet there are many opportunities for options, resulting in a great many variations in the course. In the Junior year students who expect to teach a special subject such as Agriculture, Domestic Science, Commercial Science, etc., will be required to take a year in the subject chosen, 6 to 8 semester hours. Students not choosing any of these will be assigned an option by the Dean of the College.

#### **ONE-YEAR COURSE FOR COLLEGE GRADUATES**

GRADUATES of reputable colleges granting a bachelor's degree on four years' work may elect fifteen hours of work in education from the following subjects, with the consent of the Dean of the College. Completion of 30 semester hours in Education will entitle the holder of a college degree to receive from the State Normal College of Ohio University the degree of Bachelor of Science in Education.

\* **FIRST SEMESTER.**—Select 15 hours: Psychology, 3; Paidology, 3; School Administration, 3; Science of Education, 3; History of Education, 3; Secondary Course of Study, 2; Observation and Teaching, 5; Grammar Grade Methods, 3; Elementary Course of Study, 3; High-School Methods, 2; Methods of Teaching Special Subjects, 2; Thesis, 3.

**SECOND SEMESTER.**—Select 15 hours: Science of Education, 3; History of Education, 3; High-School Methods, 3; Psychology, 3; Supervision and Criticism, 2; Teaching, 3; Paidology, 3; History of Elementary Education, 3.

**COURSE FOR ELEMENTARY TEACHERS****Freshman Year****FIRST SEMESTER****SECOND SEMESTER**

Psychology .....	3	Principles of Education.....	3
English Composition, Teachers' Course.....	2	Literature in the Grades.....	2
Sanitation and Hygiene.....	2	American History.....	3
American History.....	3	Advanced Arithmetic.....	3
Public-School Music.....	1	Public-School Music.....	1
Public-School Drawing.....	1	Public-School Drawing.....	1
Advanced Grammar.....	2	Observation and Methods .....	2
Observation and Methods .....	3	School Management and School Law.....	2

**Sophomore Year**

Paidology.....	3	Psychology .....	3
Elementary Course of Study.....	2	Sociology.....	2
Grammar-Grade Methods or Primary Methods.....	3	English Poetry.....	3
Civic Biology.....	3	Teaching.....	3
Teaching.....	2	History of Elementary Education.....	3
Physiography.....	2	Elementary Agriculture, 3; or Domestic Science, 3; or Manual Training, 3; or Hand Work 2	

NOTES—This course requires a total of 66 semester hours of which 10 shall be in Observation and Teaching. Students who have had a satisfactory course in Drawing in the public schools will be held to but two hours each week for one year, while those who have had little or no instruction in Drawing prior to matriculation will be required to give four hours a week to this subject. Each group will receive the same credit, two semester hours. For further explanations of this course, see a succeeding page of this catalogue.

**THE THIRD OR SPRING QUARTER.**—The Second Semester in each of the courses in the State Normal College is divided into half semesters, or quarters, in order to accommodate teachers who desire to enter late in April or early in May, or as soon as their schools close. Almost every study scheduled to be given in the Second Semester will be offered in two classes, the second class beginning about eight or nine weeks before the close of the Semester and reciting twice as many times per week as the regular class. Each Spring several of the regular First Semester studies will also be offered at the time of the organization of the new classes, so that teachers may enter at that time even more advantageously than at the beginning of the Summer Quarter.

It will be noticed that in the Second Semester of the second year options are offered in vocational subjects. These subjects are now required in many schools and every teacher should be fully equipped in at least one of these subjects, but if the student for any good reason does not care to take work of this character,

some other study will be assigned by the Dean of the College. Students who desire one year or more than one full year's work in a vocational subject will be given the opportunity.

The maximum number of hours allowed in one semester is 17, not counting Physical Culture, which must be taken two semesters in any diploma course.

The requirements for admission to this course are the same as for admission to all other diploma and degree courses in the University, with the exception that the fifteen units required for freshman rank may be made up of any recognized secondary subjects. In other words, no foreign language is required for admission to the Normal College diploma courses. This statement applies to all courses in the State Normal College except the two degree courses. Any graduate from a recognized First Grade high school will be admitted to the Freshman class of any of these courses' without examination, but should such student desire to pursue the course leading to the degree of Bachelor of Science in Education, all the requirements for that course must be met.

### DIPLOMA COURSE FOR SUPERVISORS OF PUBLIC-SCHOOL DRAWING

#### Freshman Year

<b>FIRST SEMESTER</b>		<b>SECOND SEMESTER</b>
Psychology.....	3	School Management and School Law.....
School Drawing.....	2	Principles of Education.....
Elementary Manual Training.....	2	School Drawing.....
Free-Hand Drawing.....	4	Free-Hand Drawing.....
Electives.....	6	Elementary Manual Training.....

#### Sophomore Year

Designing.....	2	Designing.....	2
Mechanical Drawing.....	2	Mechanical Drawing.....	2
Paidology.....	3	Free-Hand Drawing.....	2
Elementary Course of Study.....	3	Teaching and Observation.....	2
Observation and Methods.....	2	Electives.....	9
Electives.....	5		

#### Junior Year

Composition and Methods .....	4	Composition and Methods.....	4
Science of Education.....	3	History of Education.....	3
History of Education.....	3	Teaching.....	4
Teaching.....	2	Electives.....	6
Electives.....	5		

NOTE—By taking all electives from the course in Elementary Education the student can complete that course and this one in Drawing in three years and receive both diplomas. Should the student prefer, all electives may be chosen from the course leading to the degree of Bachelor of Science in Education and obtain that degree in one year more.

**DIPLOMA COURSE IN PUBLIC-SCHOOL DRAWING****Freshman Year****FIRST SEMESTER**

Psychology.....	3
School Drawing.....	2
Mechanical Drawing.....	2
Elementary Manual Training.....	2
Free-Hand Drawing.....	4
School Sanitation and Hygiene.....	2
Elective.....	2

**SECOND SEMESTER**

Principles of Education.....	3
School Drawing.....	2
Mechanical Drawing.....	2
Elementary Manual Training.....	2
School Management and School Law.....	2
Observation in Teaching.....	3
Free-Hand Drawing.....	2
Elective.....	1

**Sophomore Year**

Composition and Methods.....	4
Designing.....	2
Elementary Course of Study.....	3
Paidiology.....	3
Civic Biology.....	3
Teaching.....	2

Composition and Methods.....	4
Designing.....	2
Free-Hand Drawing.....	2
History of Elementary Education.....	3
Teaching.....	4
Manual Training.....	2

**DIPLOMA COURSE IN KINDERGARTEN EDUCATION****Freshman Year****FIRST SEMESTER**

Psychology.....	3
Kindergarten Theory and Activities.....	4
Civic Biology.....	3
English Composition, N. C.....	2
Observation and Methods.....	3
Sanitation and Hygiene.....	2

**SECOND SEMESTER**

Principles of Education.....	3
Civic Biology, 3; or instrumental Music.....	1
Kindergarten Theory and Activities.....	4
School Management and School Law.....	2
Observation and Practice.....	3
Sociology.....	2

**Sophomore Year**

Kindergarten Theory and Activities.....	5
School Mnsic.....	2
School Drawing.....	1
Paidiology.....	3
Teaching in Kindergarten.....	3
Handwork.....	2
Elective.....	2

Kindergarten Theory and Activities.....	4
School Music.....	2
Teaching in the Kindergarten.....	8
Primary Methods.....	2
History of Education.....	3

## DIPLOMA COURSE IN MANUAL TRAINING

### Freshman Year

#### FIRST SEMESTER

Psychology .....	3
School Drawing.....	1
Mechanical Drawing.....	2
Elementary Wood Work.....	2
Joinery .....	2
Sanitation and Hygiene.....	2
Observation and Methods .....	2
English Composition, Teachers' Course.....	2

#### SECOND SEMESTER

Principles of Education.....	3
School Drawing.....	1
Elementary Wood Work.....	3
Mechanical Drawing.....	2
Handwork.....	2
School Management and School Law .....	2
Observation and Methods .....	2
Bench Work.....	2

### Sophomore Year

Cabinet Making.....	2
Designing.....	2
Mechanical Drawing.....	2
Wood Turning.....	2
Pattern Making.....	2
History and Organization of Manual Training.....	3
Teaching.....	3

Cabinet Making.....	2
Mechanical Drawing.....	2
Machine Shop.....	2
Wood Turning.....	2
Hammered Metal Work.....	2
Teaching.....	3
History of Education.....	3

## DIPLOMA COURSE IN DOMESTIC SCIENCE

### Freshman Year

#### FIRST SEMESTER

Psychology .....	3
Chemistry.....	3
Physiology and Sanitation.....	3
Food Study.....	2
Sewing I.....	2
Cooking I.....	2
Drawing.....	1
Elective.....	3

#### SECOND SEMESTER

Principles of Education .....	3
Chemistry.....	3
Sewing II.....	2
Cooking II.....	2
Food Study.....	2
Household Management.....	3
Drawing.....	1
Observation.....	3

### Sophomore Year

Household and Food Chemistry .	3
Primary Hand Work.....	2
Sewing III.....	2
Cooking III.....	2
Home Nursing, Dietetics.....	2
Textiles.....	1
Drawing and Design.....	2
Teaching .....	3
History of Education.....	3

Elementary Agriculture (Home Gardening).....	3
Bacteriology.....	3
Sociology.....	2
School Management.....	2
Sewing IV.....	2
Cooking IV.....	2
History and Organization of Domestic Science and Art.....	1
Teaching.....	3

**DIPLOMA COURSE IN PUBLIC-SCHOOL MUSIC****Freshman Year****FIRST SEMESTER**

Voice.....	2
Piano.....	1
Notation and Sight Singing.....	2
Harmony.....	2
Methods.....	2
History of Music.....	1
Psychology.....	3
Observation.....	2
Ear Training, $\frac{1}{2}$ Semester.....	2
Chorus and Conducting, $\frac{1}{2}$ Semester.....	2

**SECOND SEMESTER**

Voice.....	1
Piano.....	1
Notation and Sight Singing.....	2
Harmony.....	2
Observation.....	2
History of Music.....	1
Paidiology.....	3
School Management and School Law.....	2
Methods, $\frac{1}{2}$ Semester.....	2
Advanced Sight Singing, $\frac{1}{2}$ Semester.....	2

**Sophomore Year**

Voice.....	2
Piano.....	1
Harmony.....	2
Advanced Sight Singing.....	2
Methods.....	2
Teaching.....	3
Elementary Course of Study.....	

Voice.....	2
Piano.....	2
Methods.....	2
Teaching.....	3
Principles of Education.....	3
Advanced Sight Singing, $\frac{1}{2}$ Semester.....	2
Chorus and Conducting, $\frac{1}{2}$ Semester.....	2
Elective.....	2

**DIPLOMA COURSE IN AGRICULTURAL EDUCATION****Freshman Year****FIRST SEMESTER**

General Agriculture.....	4
Civic Biology.....	3
Rural School Didactics.....	3
Domestic Science or Manual Training.....	2
Chemistry.....	3

**SECOND SEMESTER**

Horticulture.....	4
Civic Biology.....	3
Zoology.....	3
Chemistry.....	3
Electives.....	3

**Sophomore Year**

Forestry.....	3
Evolution and Heredity.....	3
Plant Histology and Plant Ecology.....	3
Electives.....	6

Farm Animals and Farm Crops..	3
Rural Economics or Commercial Law ..	3
Plant Morphology and Plant Physiology ..	3
Electives.....	6

**RURAL SCHOOL COURSE FOR TEACHERS****First Year****FIRST SEMESTER**

United States History.....	3
Advanced Arithmetic and Methods.....	3
Physical Geography.....	3
American Literature.....	3
*Rural School Didactics.....	3
Electives.....	2

**SECOND SEMESTER**

United States History.....	3
Grammar.....	3
Political Geography.....	3
American Literature.....	3
Civil Government.....	3
Rural School Course of Study.....	2

**Second Year**

Psychology .....	3
Civic Biology (Nature Study)....	3
English Literature.....	3
Composition and Rhetoric.....	3
Teaching.....	3
**Elective.....	2

Theory and Practice.....	3
Elementary Agriculture.....	3
English Literature.....	3
School Management and School Law.....	3
Teaching.....	3

\*Courses in Rural School Didactics, Rural School Course of Study, School Management and School Law will be organized at the middle of the second semester to accomodate teachers entering after the close of their schools.

\*\*A great deal of latitude will be allowed students in electing branches to make up the required amount of work, and subjects can be selected from either the mathematics, science, history, or English departments. No student will be permitted to carry more than 17 semester hours during the term. Each student taking this course should have at least one semester in Manual Training.

THE STATE PREPARATORY SCHOOL  
of the  
STATE NORMAL COLLEGE

FLETCHER S. COULTRAP, *Principal.*

The aim of this school is primarily to prepare students to enter the Freshman class of the State Normal College of the Ohio University, at Athens. This city is situated in a portion of Ohio having few cities and not a large number of First-Grade high schools. It would evidently be unfair to the youth of South-Eastern Ohio if they were denied the opportunity to prepare to enter college. Since many of the most promising young men and young women come from the rural communities where there is only a Second-Grade or a Third-Grade high school or perhaps no high school at all, they find it necessary to go away from home to secure high school education or to prepare for college.

Rather than go to a strange town to secure their high-school training and then go to still another town or city and be obliged to form new acquaintances in securing a college education, many of these young men and young women prefer to come to Athens where they may secure their preparatory training and their college education in the same school home.

Here the facilities for instruction in the preparatory studies are much better than many communities can afford. Here there are few changes from year to year in the teaching corps and nearly all who teach preparatory subjects also teach in the State Normal College or the College of Liberal Arts or in both.

Again, many young men and young women do not receive the real awakening and the real desire for more education until they have passed beyond the usual high-school or adolescent age. Perhaps they have taught school for several years before they have been aroused by a re-birth, or perhaps they were compelled to teach a few years in order to make the money necessary to secure a college education. They soon find

that they are really too old to attend the local high school and would not find a hearty welcome there owing to differences due to age and experience. They want to live and work with young men and young women of their own age and their own ideals. Hence, the necessity and the wisdom of maintaining a State Preparatory School in Southeastern Ohio.

This school is also designed to offer ample and thorough preparation for the College of Liberal Arts, and to this end a Classical Preparatory and a Scientific Preparatory course are offered.

It should be borne in mind, however, that the authorities of this University do not advise boys and girls who have high-school opportunities at home to leave such opportunities for the State Preparatory School. Young people under eighteen years of age should remain at home and profit by such advantages as may be offered in their own localities, unless there is no good high school within reasonably convenient access. The State Preparatory School hopes to encourage young men and young women who feel too old to mingle with adolescents of the ordinary high school age; and also to encourage thousands of teachers who began teaching before having completed a high school course and now feel that they would be more or less humiliated to return to high school. Thousands of these young men and young women should be saved to the teaching profession, and they must realize that in order to be of the most service to the state as teachers they must secure a college education, at least a two-year college course to fit them for work in the elementary schools.

The Principal of the State Preparatory School or the Dean of the State Normal College would be pleased to advise personally or by correspondence any young man or young woman who feels his or her handicap.

**NORMAL COLLEGE PREPARATORY****First Year****FIRST SEMESTER**

Latin.....	5
Algebra .....	5
Composition and Rhetoric.....	3
Ancient History.....	4
Physiology and Hygiene.....	4

**SECOND SEMESTER**

Latin.....	5
Algebra .....	3
Composition and Rhetoric.....	3
Modern History.....	4
Physical Geography.....	5

**Second Year**

Caesar and Latin Composition..	4
Plane Geometry.....	5
English Classics.....	4
Botany.....	3
Roman History.....	4

Caesar and Latin Composition..	4
Solid Geometry.....	3
English History or English Clas-	
sics.....	4
Botany.....	3
Music .....	1
Drawing .....	1
Elective.....	4

**Third Year**

Cicero or German.....	4
Algebra, Completed.....	3
American Classics.....	4
Physics .....	4
Public-School Drawing.....	2
Electives.....	3

Cicero or German.....	4
Advanced Rhetoric.....	5
Physics .....	4
History of Literature.....	4
Public-School Drawing .....	1
Elective .....	2

**Fourth Year**

Virgi or German.....	4
United States History.....	5
Chemistry, 4, or Agriculture.....	4
Orthography and Phonics.....	2
Electives.....	5

Virgil or German.....	4
Advanced Arithmetic.....	3
Advanced English Grammar.....	3
Civil Government.....	3
Chemistry, 3, or Agriculture.....	3
Electives.....	4

## CLASSICAL PREPARATORY COURSE

### First Year

#### FIRST SEMESTER

Latin.....	5
Algebra .....	5
Composition and Rhetoric.....	3
Physiology and Hygiene.....	4
Drawing.....	1

#### SECOND SEMESTER

Latin.....	5
Algebra .....	3
Composition and Rhetoric.....	3
Electives.....	5
Drawing .....	1

### Second Year

Caesar and Latin Composition..	4
Plane Geometry.....	5
American Classics.....	4
Ancient History.....	4
Drawing .....	1

Caesar and Latin Composition..	4
Solid Geometry.....	3
American Literature and Clas-	4
sics .....	4
Modern History .....	4
Drawing .....	1
Music.....	1

### Third Year

Cicero and Latin Prose.....	4
Elementary Botany.....	3
Elementary Physic and Lab....	4
English Classics.....	4
Algebra, completed.....	3

Cicero and Latin Prose.....	4
Elementary Botany.....	3
Elementary Physics and Lab... .	4
History of Literature and Clas-	4
sics.....	4
Advanced Rhetoric.....	5

### Fourth Year

Virgil and Latin Prose.....	4
United States History.....	5
Beginning Greek.....	5
Physical Geography.....	5
Freehand Drawing .....	2

Virgil and Latin Prose.....	4
American Government.....	3
Beginning Greek, completed and	
Xenophon's Anabasis.....	5
Advanced Arithmetic .....	3
Freehand Drawing .....	3
Electives.....	2

**SCIENTIFIC PREPARATORY COURSE****First Year****FIRST SEMESTER**

Latin .....	5
Algebra.....	5
Physiology and Hygiene.....	4
Composition and Rhetoric.....	3
Drawing.....	1

**SECOND SEMESTER**

Latin.....	5
Algebra.....	3
Composition and Rhetoric.....	3
Electives.....	5
Drawing.....	1

**Second Year**

Caesar and Latin Prose.....	4
Ancient History.....	4
American Classics.....	4
Drawing.....	1
Plane Geometry.....	5

Caesar and Latin Prose.....	4
Modern History.....	4
American Literature and Classics	4
Drawing.....	1
Solid Geometry.....	3
Music.....	1

**Third Year**

Cicero and Latin Prose or German	4
Elementary Botany.....	3
Algebra, completed.....	3
Roman History.....	4
English Classics.....	4

Cicero and Latin Prose or German	4
Elementary Botany.....	3
Advanced Rhetoric.....	5
Grecian History.....	4
History of Literature and Classics	4

**Fourth Year**

Virgil and Latin Prose or Ger-	4
man.....	4
United States History.....	5
Physical Geography.....	5
Elementary Phys. and Lab.....	4
Freehand Drawing .....	2

Virgil and Latin Prose or Ger-	4
man.....	4
American Government .....	3
Advanced Arithmetic.....	3
Elementary Physics and Lab....	4
Freehand Drawing .....	3
Advanced Grammar .....	3

NOTE—In this course, all or two years of the Latin may be substituted by an equivalent in French or German.

**A STATEMENT OF ENTRANCE CREDITS**

As stated on a previous page, candidates for admission to any degree course of the State Normal College or College of Liberal Arts must present credentials from a high school, a preparatory school, or from examination, covering 15 units in recognized secondary subjects, with the restrictions outlined in the following courses.

Candidates for admission to any of the diploma courses of the State Normal College or of the College of Liberal Arts must present credentials covering 15 units in any recognized secondary subjects, regardless of the distribution of these subjects in the

departments of English, Foreign Language, History, Mathematics, Science, and Art.

While the preceding pages state in detail the Normal Preparatory Course, the Classical Preparatory Course, and the Scientific Preparatory Course, the following basis of credits will be accepted for entrance to the freshman class of courses leading to the degree of Bachelor of Science in Education granted by the State Normal College, and to the degrees of Bachelor of Science and Bachelor of Arts granted by the College of Liberal Arts, both being co-ordinate colleges of the Ohio University.

It will be noticed that the student who seeks freshman rank is permitted to elect from any secondary subjects four of the fifteen units, but that he shall have not less than three units in each of two of the above named groups, one of which shall be English.

The basis for the determination of entrance credits is as follows:

**ENGLISH** (select three units); **COMPOSITION AND RHETORIC**, entrance credits not to exceed two units; **CLASSICS**, 1 unit; **HISTORY OF LITERATURE**, 1 unit; **ENGLISH GRAMMAR**, in the fourth preparatory year,  $\frac{1}{2}$  unit.

**FOREIGN LANGUAGES** (select four units in one language or in two languages): Latin, 2, 3, or 4; Greek, 2, 3, or 4; German, 2, 3, or 4; French, 2, 3, or 4; Spanish, 2, 3, or 4.

**HISTORY** (select one unit): American History and Civics, 1; Ancient History,  $\frac{1}{2}$ ,  $\frac{1}{3}$ , or 1; Medieval History  $\frac{1}{2}$ ,  $\frac{1}{3}$ , or 1; Modern History,  $\frac{1}{2}$ ,  $\frac{1}{3}$ , or 1; or General History, 1 year, 1; English History  $\frac{1}{2}$ ,  $\frac{1}{3}$ , or 1; Grecian History,  $\frac{1}{2}$ ,  $\frac{1}{3}$ , or 1; Roman History,  $\frac{1}{2}$ ,  $\frac{1}{3}$ , or 1; American History and Civics must not come earlier than the third preparatory year with preference given to the fourth year.

**MATHEMATICS** (select two units): Algebra through quadratics, 1; Algebra, completed  $\frac{1}{2}$ ; Plane Geometry, 1; Solid Geometry,  $\frac{1}{2}$ ; Plane Trigonometry,  $\frac{1}{2}$ ; Arithmetic, following Algebra and Geometry,  $\frac{1}{2}$ ; Bookkeeping,  $\frac{1}{2}$  or 1.

**SCIENCE** (select 1 unit): Physics, 1; Chemistry, Physical Geography,  $\frac{1}{2}$  or 1; Botany,  $\frac{1}{2}$  or 1; Zoology,  $\frac{1}{2}$  or 1; Physiology,  $\frac{1}{2}$ ; Agriculture,  $\frac{1}{2}$  or 1; Commercial Geography,  $\frac{1}{2}$ ; Domestic Science,  $\frac{1}{2}$ . In this group the following subjects may

he accepted: Free Hand Drawing, 3 hours to count for one recitation hour, not less than two years,  $\frac{1}{2}$ ; Manual Training, on same basis,  $\frac{1}{2}$  or 1; Music, on same basis,  $\frac{1}{2}$ . Other subjects given by the high school or preparatory school will be rated on the amount of actual time given to the subjects, as figured on the basis outlined above.

A major consists of three units and students seeking admission under this rule must present at least two majors, one of which shall be English. The minimum amount of units prescribed above is 11, leaving the student permission to elect 4 units from any or all of the groups indicated.

### **DESCRIPTION OF COURSES IN DETAIL**

CANDIDATES FOR ADMISSION to this department must furnish satisfactory evidence of good character, and must give evidence of proficiency in all studies of the courses lower than those they wish to pursue. Students who expect to graduate from the State Normal College must give evidence that they are thoroughly familiar with the common-school branches.

There are three preparatory courses, each requiring four years for its completion, and each leading to a corresponding course in the University or in the State Normal College. For the benefit of those who wish a more thorough preparation for their work, classes in Arithmetic, Elementary Algebra, and English Grammar will be organized at the beginning of each semester.

### **COURSES OF STUDY IN DETAIL**

#### **LATIN**

##### **FIRST YEAR**

Collar and Daniell's First Year Latin completed. Easy Latin Prose Composition based on the First Year Latin work. The aim of this year is a complete mastery of the First Year Latin. Note—Classes in Beginning Latin are organized each semester.

##### **SECOND YEAR**

Caesar's Commentaries and Latin Prose Composition. Much emphasis is placed on the Latin Prose that the students may become familiar with the more simple Latin constructions.

**THIRD YEAR**

Cicero's Orations. At least six Orations are read, including the four Orations against Catiline. Latin Prose Composition. A careful study of forms and Syntax is an important part of this year's work.

**FOURTH YEAR**

Virgil's Aeneid, Books I-VI. Grammar reviews, scansion, and mythology. Latin Prose Composition.

**GREEK****FIRST SEMESTER**

White's First Greek Book with particular reference to inflections and sentence writing.

**SECOND SEMESTER**

White's First Greek Book and Xenophon's Anabasis. Grammatical reviews and translations into Greek of easy prose.

**PREPARATORY ENGLISH****First Year****FIRST SEMESTER**

Composition and Rhetoric. Elementary work in the theme, the paragraph, and the sentence.

**SECOND SEMESTER**

Composition and Rhetoric. Work in narration, description, exposition, and argumentation.

**Second Year****FIRST SEMESTER**

Classics from American Literature: Poe, Bryant, Webster, Franklin, Irving, Cooper, Washington, Thoreau. Emerson, Holmes, Whittier, Longfellow, Lowell, Hawthorne, Burrows, Aldrich. Short stories.

**SECOND SEMESTER**

History of English Literature, with collateral readings.

**Third Year****FIRST SEMESTER**

Classics from English Literature: Milton's Minor Poems, Pope's Rape of the Lock, Merchant of Venice, Julius Caesar, Hamlet, Macbeth, The Tempest, Selections from Goldsmith, Rasselas, Sheridan, Coleridge, Wordsworth, Burns, Carlyle, Macaulay, George Eliot, and Tennyson.

**SECOND SEMESTER**

History of English Literature, with collateral readings.

**Fourth Year**

A thorough review of the principles of English Grammar with a view to a mastery of this subject. Advanced English Grammar.

**GERMAN****First Year****FIRST SEMESTER**

German Grammar complete. Study of forms and compositions. Conversation based on Newson's First German Book (the new edition of Alge's Leitfaden), in connection with Hoelzel's charts on the seasons. Reader begun.

**SECOND SEMESTER**

Some short modern stories, such as Storm's Immensee and composition based thereon. Conversation as in first semester. Schiller's Der Neffe als Onkel or some other short comedy.

This course is for students who offer no credit in German for entrance and begin the study of German. For students who have had one year of high-school work in German, the following work is offered preparatory to regular Freshman German: First and Second Semesters: Review of German. Conversation based on Newson's German Course and those Hoelzel charts connected with it, and also on the other charts of this series and the appropriate pamphlets, as well as on the student magazine "Ans und Fern".—Reading of several modern stories and composition based on the text. Since this course is pre-eminently conversational and elementary, three recitations a week will be

given for two hours of credit. It is known as *Conversational or Special Freshman German*, as collegiate credit will be given if the student is otherwise entitled to it.

### FRENCH

Students taking the Scientific Course may substitute French and German for all or a part of Latin. As to the work in French and Spanish, consult the Department of French and Spanish in another part of the catalogue.

### PHYSICS

#### FIRST AND SECOND SEMESTERS

Recitations and Laboratory work, four hours per week. Graduates of First Grade high schools who have studied such texts as Carhart and Chute or Millikan and Gale will receive full credit for their class work. If in addition they present note-books showing that at least forty experiments have been performed and carefully written up, they will receive full credit for the course without condition.

The first semester is devoted to Properties of Matter, Laws of Motion, Mechanics of Solids, Liquids, Gases, and Heat.

The second semester is devoted to Magnetism and Electricity, Sound, and Light. One of the above texts will be used in the class, and the manual of Atkinson and Evans as a laboratory guide.

### PHYSICAL GEOGRAPHY

This subject is required in all the courses. A standard textbook is studied for one semester.

### BOTANY

This course will be a study of plants in their practical relations to mankind. Much emphasis will be placed on field and garden work. Each student will prepare a herbarium, and will be required to attend to a small garden. "Practical Botany" by Bergen and Caldwell will be the text. Three hours per week throughout the year.

### AMERICAN GOVERNMENT

A careful study of the actual workings of the government, national, state, and local.

James and Sanford's Government in State and Nation is used as the text.

### **U. S. HISTORY**

Reference work is required each week. Some training in the use of sources is given. Frequent reports and papers are required. Careful note-books must be kept.

### **GENERAL HISTORY**

The aim is to give the student a general acquaintance with the leading persons, and the institutions, political and religious, with the literary and artistic movement; in general, with the progress of civilization in its broader aspects. The method employed will be the text-book, references to more comprehensive works, essay-writing, map-drawing, and lectures by the instructor.

### **ARITHMETIC**

This course in Arithmetic comprises two semesters. Accuracy and rapidity in performing the operations in the solutions of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions, including also a course in Mental Arithmetic. Ray's Higher Arithmetic is the text-book for the second semester. The subjects especially emphasized in this term's work are the following applications of Percentage: Profit and Loss, Interest, True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject of Mensuration. The one important result, a proper understanding of the reason for every step necessary to the solution of a problem, is kept constantly in mind throughout all the work in Arithmetic. This is the teachers' class and forms of solution and methods of teaching receive special attention.

### **ALGEBRA**

First Semester Algebra will include what is now known as Algebra 1 and Algebra 2, and will include all the fundamental

operations of Algebra, factoring and its applications, and simple equations, to involution and evolution. Wells's Secondary Algebra is the text-book used.

Second Semester Algebra, what is now known as Algebra 3, will include a brief review of simple equations, indeterminate equations, inequalities, special methods of elimination, symmetry, and quadratic equations to harmonical progression, using Fisher and Schwatt's Higher Algebra as the text-book.

### **GEOMETRY—PLANE AND SOLID**

The work in Plane Geometry will run through the first semester. In this work students are encouraged to form the habit of original investigation. Terseness and technical accuracy of statements are constant requirements, and much emphasis is given to the application of the principles of geometry to arithmetic.

Solid Geometry will be given the first half of the second semester. This work will include the fundamental propositions in planes and solid angles, polyhedrons, and the sphere, with a great variety of original exercises. Lyman's Plane and Solid Geometry is the text-book used.

As in arithmetic, so in algebra and geometry, special emphasis is placed upon forms of solution and methods of teaching for the benefit of Normal College students taking work in teaching and observation.

### **DESCRIPTIVE ASTRONOMY**

A two-hour course through one semester is devoted to this subject. A text-book is used, but the topical method of recitation is followed, and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacial and Circum-polar Constellations, the principal stars and planets. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

Note—For the courses in Advanced Algebra, Trigonometry, and Surveying, and electives in mathematics, see description of courses in the College of Liberal Arts. The courses in Arithmetic are offered each semester. Classes in Algebra and Geom-

etry will be organized at the close of the ninth week of the second semester to accomodate teachers entering after the close of their schools.

### PHYSIOLOGY

The text-book is Hough and Sedwick's *The Human Mechanism*. The aim is to give a good general knowledge of anatomy and Hygiene and of the functions of the different organs of the body. A large amount of laboratory work is done.

### DRAWING

Drawing is required in all courses. Three hours in the studio are considered equivalent to the recitation hour.

The work begins with Still-life in outline, then Still-life in light and shade, single objects and in groups. After this, perspective is taken up. The work is done in charcoal, but occasionally the pencil is used and also pen and ink by those who desire it. Drills are given in time sketching and in memory sketching.

When the student can do this work satisfactorily, he may work in color or he may study from the cast; first, individual features, then heads then the figure. This can not be done in two semesters however unless the student has unusual ability, or puts in more than one hour a day.

When the students are able to draw from the living models they are permitted to do so. A great variety of work can be, done as the student advances, such as studies in composition, posters with the figure for the principal motive, etc.

Courses in Mechanical Drawing and in Public-School Drawing are also offered for preparatory credit.

## SUMMER SCHOOL OF OHIO UNIVERSITY, ATHENS, OHIO

For 1912 ..... June 17-July 26  
 For 1913 ..... June 23-August 1

### GENERAL INFORMATION

**ATTENDANCE**—For several years the attendance at the Summer School has not been less than 650. The Summer School of 1911 was attended by 883 regular students, 800 of whom were teachers pursuing professional courses or reviews. Students come from almost every county in Ohio and from many other states. The total enrollment the past year was 1,832 different students. Teachers find unusual advantages here. The courses of instruction are planned to meet the needs of all classes of teachers and of those preparing to teach. The teaching in the Summer School is done almost wholly by the regular faculties of the University and the Normal College.

The attendance of students of the Summer School of Ohio University for the last twelve years is herewith shown:

<i>Year</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
1900.....	36.....	29.....	65
1901 .....	45 .....	57.....	102
1902 .....	110.....	128.....	238
1903.....	159.....	264.....	423
1904.....	194.....	363.....	557
1905.....	220.....	430.....	650
1906.....	207.....	449.....	656
1907.....	236.....	442.....	678
1908.....	236.....	387.....	623
1909.....	214.....	517.....	731
1910.....	260.....	516.....	776
1911.....	302.....	581.....	883

The figures for 1911 do not include the pupils enrolled in the Graded Training School, in Ellis Hall, the Rural Training School, in Mechanicsburg, persons attending the special lectures on Forestry and Foreign School Systems, or the number of School Examiners, Principals, and Superintendents who attended the "Schoolmasters' Conferences," held the fifth week of the term. In 1911 the students came from all sections of Ohio, and represented seventy-six counties of the State.

**COURSES OF STUDY**—Summer School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the summer term may be continued from year to year, and much work may be done at home, by advanced students under the direction of the various heads of University departments. *College credit will not be given for home work, but students are entitled to entrance examinations. A diploma from the State Normal College should be the goal of every ambitious teacher.* Write to the Dean of the Normal College for a bulletin showing in detail the twelve different courses of study in the Normal College.

**REVIEWS**—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing to teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

**SPRING-TERM REVIEWS**—The spring term of Ohio University opened Monday, March 25, 1912, and will close Thursday, June 13, 1912. On Monday, April 22, 1912, *new review classes* will be formed in several of the Common Branches, and in such high-school branches as may be demanded by the students entering at that time. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. These classes may be entered to advantage any time prior to May 27, 1912. Only a *just portion* of the usual term fee of \$6 will be charged students who enter

at the time of the forming of these special classes or later. To those who enter about April 22, 1912, and continue through the Summer School, a fee of but \$6.00 will be charged for the 14 weeks. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Physics, Latin, and some other subjects in addition to the elementary subjects named above.

**PRIMARY TEACHERS**—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer term. In this school emphasis is placed upon the training of primary teachers. Village and City teachers will find this course *especially* valuable. *Every teacher* of the graded schools will have an opportunity to receive instruction in the best methods of teaching as applied to primary or grammar grades. The Training School also includes instruction in Rural School Methods and the Rural School Course of Study.

**THE RURAL TRAINING SCHOOL** is also in session during the Summer term and all teachers taking training for positions in rural schools will have opportunity to observe a very fine type of teaching in the Rural Training School. Three members of the Normal College faculty give their entire time to this rural school work.

**EXPENSES**—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes. All students taking laboratory courses in Physics, Chemistry, Biology, Agriculture, or Psychology, will pay a fee of \$1.00 for each course, payable to the Registrar at time of registration.

*In no case will this registration fee, or any part of it, be returned to the student after it has been paid to the Registrar.*

Boarding in clubs, per week, costs from \$2.25 to \$2.50, and in Boyd Hall and Women's Hall, \$2.50. A student may attend the Summer School six weeks and pay all expenses, except the railroad fare, on from \$25.00 to \$30.00. By observing the strictest economy, less than this would be required.

**AMPLE ACCOMMODATIONS**—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, in private houses, *convenient to the University*,

may be rented for \$1.00 a week, including light, bedding, fuel, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented from \$.75 to \$1.00 each per week.

**WOMEN'S HALL AND BOYD HALL**—These two buildings will accommodate about 180 women students. They are owned by the University and the rooms are of good size and well furnished.

Students securing quarters here will pay from \$3.50 to \$3.75 per week for board and lodging, everything being furnished save soap and towels. Students wishing rooms in these buildings should engage them in advance. Such rooms are always in demand. For room in Boyd Hall, write to Miss Willanna Riggs, Dean; for room in Women's Hall, write to Mrs. Bertha T. Dowd, Dean.

It is required that every student occupying a room in either of these buildings pay the weekly charge *for the whole term*. It is manifestly unfair to the University to lose the moderate rental charged for these rooms for any portion of the term. To vacate a room after the opening of a term usually means the loss of rental fees for it from that time on.

Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*. One thousand students can find desirable accommodations in Athens.

**A CITY WITHOUT SALOONS**—For the fourth time the city of Athens voted against the saloons, December 22, 1911 by a larger majority than ever before. Athens is one of the cleanest and one of the prettiest cities in Ohio, and has an abundant supply of the best water in the State—at least none better. The Churches, Sunday Schools, Y. M. C. A., and Y. W. C. A., all welcome the students to their services. The city is famed for its healthful climate.

**LIBRARY, ETC.**—The museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge*. Within the last few years thousands of dollars' worth of books on Education have been added to this Library until now the State Normal College has one of the best pedagogical libraries in this country.

TEXT-BOOKS—All text-books will be supplied at the *lowest prices* possible. Students should bring with them as many supplementary texts as convenient. Often a student may save the cost of the books by looking over the list in advance, and bringing from home such books as are needed.

RANGE OF STUDIES—The following subjects will be taught during the Summer term. Prospective students may see that *almost every subject* in the various University and Normal-College courses will be presented during the Summer term. Students who do not find in the following list of subjects the studies they wish to pursue, will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (five classes), Grammar (four classes), U. S. History (four classes), General History, Ohio History, Algebra (four classes), Public-School Drawing (four classes), Free-Hand Drawing, Designing, Book-keeping (two classes), Physiology, Physiography, Psychology, (two classes), Zoology, Economics. Beginning Latin, Cæsar, Vergil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering, History of Education (two classes), Principles of Education, (two classes), Science of Education, School Management, School Administration and School Law, the Elementary Course of Study, the Secondary Course of Study, Rural School Course of Study, Primary Methods (two classes), Grammar Grade Methods (six classes), Observations and Methods in Rural Schools, Pedagogical Conferences, Geography (three classes), American Literature, English Literature (two classes), Ethics, Preparatory Rhetoric (two courses), American Poetry, English Poetry, Schoolmasters' Conferences, Paidiology, or the Science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Quantitative Analysis. Organic Chemistry, Stenography, Typewriting, (two classes), Elementary Manual Training, (three classes for teachers and two classes for boys), Biological Laboratory, Physical Laboratory, Chemical Laboratory, Psychological Laboratory, Hygiene and Sanitation, Elementary Agriculture, Advanced Agriculture, Practical Gardening, How to teach Agriculture, Nature Study, Bird Study, Botany (two classes), Observation in Training School, Teaching School, Ethics, Sociology, Plane Geometry.

Solid Geometry, Trigonometry, Mechanical Drawing, Sight Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work. European History, Civics, Beginning German, Advanced German, Beginning French, Advanced French, Kindergarten (three classes,) Domestic Science, (Plain Sewing, Cooking, and Art Needlework), Oratory, Public Speaking, Interpretative Reading, Practical Gardening, Agriculture (seven classes), and other subjects if a sufficient demand is made at the opening of the term.

**PRIVATE LESSONS**—Arrangements may be made by students attending the Summer term for *private lessons* in Greek, Latin, German, French, Spanish, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution and other branches scheduled in any of the University courses. The cost of such instruction in each branch varies according to the nature of the work. Individual private instruction costs more than private instruction given to small groups. Miss Monfort will give private lessons in Expression for \$8.00 for the six weeks, two lessons per week, paid in advance. Prof. Evans will offer private instruction in Preparatory Latin at the rate of \$6.00 for one full-term's work, or \$15.00 for three terms; or collegiate Latin for \$7.00, or \$18.00 for three terms. Miss Jones will give private instruction in Piano and Harmony for \$9.00 for 12 lessons. Professor Hizey will offer instruction on the Violin at the rate of \$9.00 for 12 lessons. Miss Hughes will give instruction in Voice at the rate of \$9.00 for 12 lessons, and Professor McVey will offer instruction on the Pipe Organ at the same rate. For other subjects, write to the President of the University. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

**SUMMER SCHOOL ADVANTAGES**—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well-qualified teachers. Hundreds

of wide-awake teachers find more lucrative and more desirable positions through attendance at Summer School.

**HOW TO REACH ATHENS**—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the State and reach Athens the same day.

**REQUEST FOR NAMES**—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely be interested in some line of work presented at Ohio University and State Normal College. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list. The souvenir edition of the Summer School Bulletin for 1911 is a valuable book of 244 pages, containing hundreds of pictures. Ask for a copy.

**A TEACHERS' BUREAU**—Positions aggregating *sixty thousand dollars* were secured by us for our students last year. The Dean of the Normal College conducts, *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way, and to aid superintendents in finding the best qualified teachers. *Superintendents are urged to write to the Dean early* and make known their needs, and thus get first choice of the best teachers. Hundreds of trained and experienced teachers attend the Summer School. If Superintendents will communicate with the Dean of the State Normal College, they may secure the services of the best trained Normal College graduates. There is a strong demand for them and early applications are necessary.

**CONCLUSION**—The President of the University will cheerfully answer *any questions* teachers or others desire to ask. The many addresses made by members of the Faculty the past year, and the large quantity of printed matter sent out, have served to

give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. For further information concerning the Summer School of 1912, write to Henry G. Williams, Dean State Normal College, Athens Ohio. For latest catalogue, other printed matter, or special information, address Alston Ellis, President Ohio University, Athens, Ohio.

## SCHEDULES OF RECITATIONS

of the Summer School of Ohio University—June 17, 1912, to  
July 28, 1912.

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(*The figures in parentheses indicate the number of recitations per week.*)

### 7:00 A. M.

Advanced Arithmetic, Normal College, Section I.....	(5)
First Term Physics.....	(5)
Psychology, Introductory, Collegiate,.....	(5)
Zoology, Collegiate, Laboratory, Monday, Tuesday and Wednesday .....	(5)
Qualitative Analysis, School Term.....	(5)
History of Education. ....	(5)
Vergil.....	(5)
Cooking, 2 hours, twice a week.....	(4)
Milne's Practical Arithmetic, Sectior I.....	(5)
Public-School Drawing, First Term .....	(5)
Observations and Methods in Rural Schools .....	(5)
General History, First Term.....	(5)
Elementary Agriculture, Sec. I, Collegiate.....	(4)
General Agriculture, Review .....	(4)
Beginning French .....	(5)
American Literature, General Review, Preparatory .....	(5)
German I and II (also at 2:20, requiring two periods).....	(5)
Practical Gardening.....	(5)

**7:50 A. M.**

School Administration and School Law.....	(5)
English Literature Preparatory, Section I .....	(5)
Methods of Teaching Geography.....	(5)
Rural School Agriculture .....	(4)
First Term Algebra.....	(5)
Zoölogy, Collegiate, Laboratory, Monday, Tuesday and Wednesday.....	(3)
First Term Chemistry, Collegiate .....	(6)
Advanced French.....	(5)
Third Term German.....	(5)
Principles of Education, First Term.....	(5)
Public School Drawing, First Term.....	(5)
Advanced Typewriting.....	(5)
Paidology—Boygirlhood.....	(5)
Elementary Course of Study.....	(5)
Literature for the Primary Grades.....	(5)
Second Term Latin.....	(5)
Elementary Wood Work.....	(5)
Junior Physics.....	(5)
Freshman U. S. History, First Term.....	(5)
General History Second Term.....	(5)
Oratory I.....	(5)
Teaching.....	

**8:40-9:00 A. M., Chapel 9:00 A. M.**

Ward Method of Reading, Model Class .....	(5)
New Education Method of Reading, Model Class.....	(5)
Rhetoric, Second Term Preparatory.....	(5)
Methods of Teaching History.....	(5)
Rural School Course of Study.....	(5)
Second Term Algebra.....	(5)
Third Term Algebra.....	(5)
Model Sewing, 2 hours, twice a week.....	(4)
Elementary Physics—Laboratory.....	(5)
United States History, Review.....	(5)
Paidology—Childhood, Collegiate.....	(5)
Methods in Elementary Science.....	(5)
Nature Study—Laboratory, Saturday.....	(1)

Sociology.....	(5)
History of Elementary Education.....	(5)
Advanced German.....	(5)
Cæsar.....	(5)
First Accounting.....	(5)
Entomology .....	(5)
Advanced Grammar and Methods.....	(5)
Public-School Drawing, Second Term.....	(5)
Manual Training, Cabinet Making.....	(5)
Music in Training School.....	
Drawing in the Training School.....	

**9:50 A. M.**

Tennyson.....	(5)
Agricultural Course of Study.....	(3)
Secondary Course of Study.....	(5)
Theory and Practice of Teaching.....	(5)
Public Speaking .....	(5)
Cicero de Senectute et de Amicitia, Freshman.....	(5)
Plane Geometry.....	(5)
Second Term Physics—Laboratory.....	(5)
Nature Study—Laboratory, Saturday.....	(1)
Physiology, for Teachers .....	(5)
Grammar, Reed and Kellogg, Section I .....	(5)
Science of Education .....	(5)
Primary Methods and Observation.....	(5)
Observations in Kindergarten.....	(5)
Second Accounting.....	(5)
Methods of Teaching History .. .	(5)
Political Economy, Collegiate.....	(5)
Elementary Botany.....	(5)
Manual Training, Bench work.....	(5)
Penmanship .....	(5)
Music in Training School.....	
Public-School Drawing, Second Term.....	(5)
General History, Third Term .....	(5)

**10:40 A. M.**

English Poetry.....	(5)
School Management and School Law.....	(5)

Rural Economics.....	(3)
Physical Geography.....	(5)
Solid Geometry.....	(5)
Elementary Physics—Laboratory .....	(5)
Electrical and Magnetic Calculations.....	(5)
Freshman U. S. History, Third Term .....	(5)
Experimental Psychology, Collegiate.....	(5)
Qualitative Analysis, First Term.....	(5)
Beginning German, First Term.....	(5)
Cicero's Orations.....	(5)
Hand Work, Normal College.....	(5)
Typewriting I.....	(5)
Methods of teaching Grammar.....	(5)
Choral Class .....	(5)
Penmanship.....	(5)
Interpretative Reading.....	(5)
Art Needle Work.....	(5)

## 1:30 P. M.

Elementary Agriculture, Sec. II.....	(4)
General Agriculture, Sec. II, Review.....	(4)
Plain Sewing, 2 hours, each day.....	(10)
English Literature, Preparatory, Sec. II.....	(5)
Principles of Education, Second term.....	(5)
Plane Trigonometry.....	(5)
Second Term Physics.....	(5)
Primary Methods and Observation.....	(5)
School Hygiene and Sanitation, Collegiate.....	(5)
Beginning Latin.....	(5)
Commercial Law.....	(5)
Methods in School Music.....	(5)
Stenography I.....	(5)
Manual Training, for pupils, 7th and 8th grades.....	(5)
European History, Collegiate.....	(5)
High-School Methods.....	(5)
Mechanical Drawing.....	(5)
Kindergarten Theory and Activities.....	(5)
Hand Work, Normal College.....	(5)
Public-School Drawing, Third Term.....	(5)

**2:20 P. M.**

Physics, Review .....	(5)
Beginning Rhetoric.....	(5)
Fourth Term Algebra, Collegiate.....	(5)
Advanced Physics—Laboratory.....	(5)
Grammar-Grade Methods.. .....	(5)
Nature Study .....	(4)
Milne's Arithmetic, Section II.....	(5)
Zoology, Thursday, Friday.....	(2)
Chemical Laboratory, Monday, Tuesday, Wednesday, Thursday .....	(4)
Grammar, Reed & Kellogg, Section II.....	(5)
Stenography II.....	(5)
Beginning German, First Term, Second Recitation.....	(5)
Advanced Arithmetic, Normal College.....	(5)
Theory and Sight Reading—Beginners' Class in Vocal Music .....	(5)
Advanced Geography (Physiography).....	(5)
Mechanical Drawing.....	
Public-School Drawing, Third Term.....	(5)
Public-School Drawing, First Term, Second Section.....	(5)

**3:30 P. M.**

Art Needlework, 2 hours twice a week.....	(4)
European History, Collegiate. ....	(5)
Methods of Teaching Arithmetic, Collegiate.....	(5)
Ohio History, Collegiate.....	(5)
Advanced Physics—Laboratory.....	(5)
Second Term German.....	(5)
Civics, Preparatory .....	(5)
Elementary Physics, Review .....	(5)
Second Term Chemistry, Collegiate.....	(5)
Ethics.....	(5)
Public-School Drawing First Term, Second Section.....	(5)
Theory and Sight Reading—Advanced Class in Vocal Music .....	(5)
American Poetry, Collegiate.....	(5)
Penmanship .....	(5)
Schoolmasters' Conferences, 3:10 to 5:00 o'clock P. M. fifth week.	

4:20 P. M.

Overflow and Additional Classes will be scheduled at this hour.

### SPECIAL LECTURES OF PROFESSIONAL AND POPULAR CHARACTER

Several lectures and entertainments of a popular nature will be given by speakers and entertainers of wide reputation. Among those who will provide the popular lectures and entertainments may be mentioned the following:

1. *Hon. Frank W. Miller*, State Commissioner of Common Schools of Ohio.
2. *Hon. John W. Zeller*, Ex-Commissioner of Common Schools of Ohio.
3. *Prof. C. H. Lane*, Specialist in Agricultural Education, U. S. Department of Agriculture, Illustrated lectures.
4. *Prof. J. J. Crumley*, Specialist in Forestry, State Agriculture Experiment Station, Wooster.
5. *Prof. C. G. Williams*, Specialist in Agronomy, State Experiment Station, Wooster.
6. *Prof. E. G. Green*, Specialist in Horticulture, State Experiment Station, Wooster.
7. *Mr. W. A. Lloyd*, Specialist, State Experiment Station, Wooster.
8. *Hon. A. P. Sandles*, Secretary State Department of Agriculture, Columbus.

### CONFERENCES

1. **For Superintendents and other Administrators.**—During the fifth week of the session, beginning Monday, July 15, a series of Conferences will be held daily at 3:10. Prominent School and College men will conduct these conferences, and those advanced students who take School Administration at 7:50 daily throughout the term, or Secondary Course of Study daily at 9:50, will be required to attend these Conferences for five days and take notes on the same.

2. **For Students of Agriculture.**—During the last five weeks of the session, beginning Monday, June 24, there will be special lectures on Agriculture at 3:10 daily, and all students taking

one or more courses in Agriculture will be required to attend these special lectures and take notes on the same as a part of their regular course. Special Conferences of a practical nature for students of Agriculture will be held at 12:45 to 1:30 during the third week of the session, when conferences will be conducted by practical farmers and farmers' wives. These will deal with actual experiences, not with theory.

### ALUMNI DEPARTMENT

CLEMENT L. MARTZOLFF, B. PED., M. PED., *Secretary.*

At the annual meeting of the Board of Trustees of Ohio University, in June, 1906, the office of Alumni Secretary was created. The object of this department is to assist in the work of the Alumni Association, to organize clubs of alumni and former students, to secure data concerning the history and the alumni of the University, and to publish bulletins from time to time denoting progress.

Of the seven hundred and fifty-five persons who have received the Bachelor's Degree, fewer than ten have not been accounted for.

At present the Secretary is engaged in collecting data from which to compile a Complete Alumni Record of the University. This will be published in 1915, the One Hundredth Anniversary of the graduation of the first class. This publication will contain many other interesting facts concerning the history of the University.

### GENERAL ALUMNI ASSOCIATION

#### Alumni Officers for 1911-1912.

<i>President</i> , JOHN W. DOWD, '69,.....	Toledo, Ohio.
<i>Vice-President</i> , JUDGE R. W. WILSON, '89,.....	Jackson, Ohio.
<i>Treasurer</i> , DR. FRANK COPELAND, '07,.....	Athens, Ohio.
<i>Secretary</i> , C. L. MARTZOLFF, '07,.....	Athens, Ohio.

### EXECUTIVE COMMITTEE

CARRIE A. MATTHEWS, '92,.....	Athens, Ohio,
FRED W. BUSH, '92,.....	Athens, Ohio.
MARY KALER, '02,.....	Athens, Ohio.
REV. P. A. BRIGHT, '95,.....	Lancaster, Ohio.

### Constitution

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ARTICLE II. The officers of the Association shall be a President, Vice-President, Secretary, Treasurer, and an Executive Committee, consisting of four members, to be chosen annually.

ARTICLE III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

ARTICLE IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time, deem best.

ARTICLE V. Any member of the Faculty, and graduate of the University, also any one who has spent three years in the college classes of the University, and has been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ARTICLE VI. This Constitution may be altered or amended at any annual meeting, by a vote of two-thirds of those present at such meeting.

ARTICLE VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.

# Ohio University

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## Degrees, Diplomas, and Certificates

June 15, 1917

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### A. B.

Helen Weber Baker.....	Zanesville
Charles Harvey Bryson.....	Athens
Margaret Catherine Flegal.....	Zanesville
James Arthur Long.....	Washington C. H.
Walter Allen Pond.....	Athens
Edward Portz .....	Newcomerstown
Lloyd Merle Shupe.....	Amanda
Ernest Constantine Wilkes.....	Athens

### B. S.

Homer Guy Bishop.....	Athens
Alva E. Blackstone.....	Cumberland
George Arthur Erf.....	Monroeville
Harry Garfield Griner.....	Amanda
Ernest Carl Miller.....	Lorain
Orla Glenn Miller.....	Athens
Howard A. Pidgeon.....	Pennsville
John Edgar Russell.....	South Burgettstown, Pa.
Orin Clark Stout.....	Stontsville
Barnett Winning Taylor.....	Hendrysburg
Clyde Lawrence White.....	Coolville

### Ph. B.

Adda May Andrews.....	Glouster
Bernice Belle Barnes.....	Bowerston
Leo Chapman Bean.....	Gallipolis
Wilhelmina Rosina Boelzner.....	Athens
Mary Connell.....	Athens
Manley Lawrence Coultrap.....	McArthur

Edith Lillian Cronacher .....	Ironton
Harlan Jewett Dickerson.....	South Zanesville
Delma Viola Elson.....	Athens
Fredia Finsterwald Jones.....	Athens
Edna Elizabeth Flegal.....	Zanesville
Florance D. Forsyth.....	Monongahela, Pa.
Mabel Roxy Howell.....	McArthur
Grace Marie Junod.....	Athens
Walker Ellsworth McCorkle.....	Dawson
James Pryor McVey.....	Athens
Eva Louise Mitchell.....	Pt. Pleasant, W. Va.
Carl Logan Tewksbury.....	Blanchester
Leland Samuel Wood.....	Andover

**Ped. B.**

Cecil Calvert Bean.....	Athens
Carl Wilson Biugman.....	Frost
Frederick William Cherrington.....	Chillicothe
Paul Eli Cromer.....	Springfield
Arlington Brazil Cole Jacobs.....	Lexington
Mary Engle Kaler.....	Athens
Frederick Conrad Landsittel.....	Athens
Harry Percy Miller.....	Athens
Joel Calvin Oldt.....	Euclid
Virgene Putnam.....	Athens
Mary Agatha Rapp.....	Sabina
Edward Riley Richardson.....	Woodstown, N. J.
Elizabeth Sauzenbacher .....	Piqua
Alice Louise Sherman.....	Wilmington
Mary Minnie Soule.....	Wilkesville

**A. M.**

Mildred Ardelle Street.....	Wilmington
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**M. S.**

Lucy Weethee Bryson.....	Athens
Verne Emery LeRoy.....	Athens
Alfred Erwin Livingston.....	Athens

**M. Ped.**

John Corbett.....	Athens
Asher Hooper Dixon.....	Tekamah, Nebraska

**A. M. pro honore**

Albertus Cotton.....	Baltimore, Md.
Edgar Ervin.....	Pomeroy
Almon Price Russell.....	Wooster
Edwin D. Sayre.....	Athens

**Two-Year Course in Elementary Education**

Floy Francis Artherholt.....	Garretttsville
Letha Elnora Baelman.....	Chicago
Berenice Farney Chute.....	Jacksonville
Margaret Anne Davis.....	Clay
Isabella Louisa Dutnell.....	North Ridgeville
Anna Elizabeth Eldridge.....	Cutler
Mable Flohr.....	Newton Falls
Annette A. A. Higgins.....	Athens
Mamie McCombs.....	Youngstown
Anna Campbell McFarland.....	Warren
Norma Martha Nier.....	Sandusky
Leone Parker.....	Huron
Anna Gail Patterson.....	Shadyside
Pearl Marie Ringwald.....	Chillicothe
Jessie Severe.....	Vanatta
Edith Bell Starkey.....	New Lexington
Norma Anna Stoll.....	Sandusky
Reba E. Stowe.....	Highland
Eunice Loa Taylor.....	McArthur
Bertha Adelle Wagoner.....	Cutler
Winifred Lelia Williams.....	Athens

**Kindergarten Course**

Kate Dover.....	McConnelsville
Millie Gaffner.....	Trenton, Ill.
Hattie Ellen Morris.....	Carroll
Florene Plummer.....	Williamsport
Maude Harriette Prine.....	Ashtabula

**Public School Drawing**

Nettie Sara Duga.....	Bellaire
Louise Putman Roach.....	Athens

Marguerite Gow Henderson Sutherland .....	Warren
Hazel Estelle Todd.....	Warren
Edith Belle Starkey.....	New Lexington

**School Music**

Wilhelmina Rosina Boelzner.....	Athens
Katherine Ford.....	Lima
Clara Genevieve Hayes .....	Athens
Helen Josephine McKee.....	Caldwell
Gertrude O'Connor.....	Stewart
A. Letha Saunders.....	Guysville
Cela Louise Stauffer.....	Clarington

**Electrical Engineering**

James Harvey Achor.....	New Vienna
John Henry Clonse .....	Junction City
Homer Fent.....	Mendon
John William Flood .....	Rushville
Myron Selby Glazier.....	Amesville
Ira Morrison Hoover.....	Ashville
Levi Earl Kilbury.....	West Jefferson
Dorca Lloyd Jasinsky.....	Rushsylvania
Irwin Cecil Meredith.....	Long Bottom
Harry Edmont Rienhold.....	New Philadelphia
Wilmer Evert Stine.....	Santoy
Zera Gibson Taylor.....	Petrolia, Pa.
Hideji Tasaka.....	Osaka, Japan

**Civil Engineering**

Harry Garfield Griner.....	Amanda
Dwight Albin Riley.....	Athens
George Leslie Sherman.....	Athens
Noyce Worstall Strait.....	Zanesville
Martin Wallace Watson.....	Racine
Thomas Douglas Yoakem.....	Vigo

**College of Music**

Carl Kenneth Ferrell.....	Zanesville
Harriet Luella Kelley.....	Lima
Leta May Nelson.....	Nelsonville

Ethel Omega Radcliffe.....	Athens
Mable Emma Stewart.....	Canisteo, N. Y.

**Oratory**

Julia Baker.....	Zanesville
Clyde Uriah Keckley.....	Alliance
Ruth Lillian Miller.....	Charles City, Iowa
Mary Elizabeth Morris.....	Youngstown
Mabelle Lillian Pfeiffer.....	Charles City, Iowa
Margaret Wyndham.....	Tulsa, Okla.

**Teacher of Stenography**

Lenora Belle Bishop.....	Westerville
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**Two-Year Commercial Course**

Abraham Ross Alkire .....	Mt. Sterling
Alva E. Blackstone.....	Cumberland
John Gail Case.....	Croton
Florance D. Forsyth.....	Monongahela, Pa.
Grace Marie Junod.....	Athens
John Alonzo Palmer.....	Athens
Carl Logan Tewksbury.....	Blanchester
Alpheus Frank White .....	Washington C. H.

**Certificate of Proficiency in Stenography and Typewriting**

Leon Hovsep Boghosian.....	Teheran, Persia
Ellis VanHise Cox.....	Dayton
Minnie Ethel Crisenberry.....	Mt. Gilead
Bonnie Mae Everhart .....	Athens
Carl Lenox Gross.....	Athens
Maud Marian Drake.....	Athens
Mabel Christine Hill.....	Athens
Vevay Grace Johnston.....	Siloam, Ky.
Mayme Belle Lash.....	Athens
Margaret Naomi Lax.....	Nelsonville
Paul Foster Reed.....	Uhrichsville
Edith Ruston.....	Athens
Charles Harry Schaeffler.....	Athens
Mary Vanetta Smith.....	Athens
David Lewis Sutherland .....	Washington, C. H.

Flossie Aletha Young.....	Athens
Nellie Vanetta Young.....	Athens

**Certificate of Proficiency in Accounting**

Edgar Ellsworth Bean.....	Athens
Raymond Culver Bethel.....	Plainsview, Texas
Charles James Broomhall.....	Zanesville
William Everett Burt.....	New Marshfield
Julia Luella Cable.....	Athens
Franklin Clyde Carpenter.....	Athens
George E. Carr.....	Stockport
John Bernard Dickson.....	Athens
Maud Marian Drake.....	Athens
Marshall Lee Fawcett.....	Rushsylvania
Orion Herbert Flesher.....	Middleport
Gerald Henry Galbreath.....	Mt. Sterling
Harry Elvin Hawk.....	New Marshfield
John Martin Henry.....	Junction City
Fred Foster Kelley.....	Athens
John King.....	Newark
Mayme Belle Lash.....	Athens
Roy Wilfred Smith.....	Stewart
David Lewis Sutherland.....	Washington C. H.
Alpheus Frank White.....	Washington C. H.

**ANNUAL COMMENCEMENT  
OF  
OHIO UNIVERSITY**

**University Auditorium, June 15, 1911**

**PROGRAM**

**The Orchestra**

**INVOCATION**

Duet—"Quis Est Homo".....	Rossini
Misses Hughes and Stewart	
Address.....	"A Twentieth Century Republic"
Hon. Chester H. Aldrich	
Governor of Nebraska	
Violin—"Hullamzo Balaton"(Hungarian Czardas Scenes)	Hubay
Professor J. N. Hizey	
Conferring of Degrees and Presentation	
of Diplomas	
Benediction.....	Rev. H. M. Hall

**Theses**

**For the Master's Degree**

- John Corbett: The Growth of Children
- Asher H. Dixon: The Place of Industrial Training in Public Education
- Vernie Emery LeRoy: The Study of Certain Nerve Stimulants and Their Effects
- Alfred Erwin Livingston: Development of the Central Nervous System of the Necturus
- Mildred Ardelle Street: Repetitions in Shakspere's Plays.

## For the Bachelor's Degree

- Adda May Andrews: Wordsworth's Influence Upon Coleridge  
Helen W. Baker: The Women of the Homeric Age  
Bernice Belle Barnes: The Spiritual Nemesis in Shakspere's Tragedies  
Leo Chapman Bean: Nerve Staining by the Intra-Vitem Method  
Carl W. Bingman: Suggestions from the French School System  
Homer G. Bishop: Color Preferences of some Children  
Alva E. Blackstone: A Course of Study for Commercial High Schools  
Wilhelmina R. Boelzner: Culture and Service (Oration)  
Frederick W. Cherrington: The Practical Type of Character in Shakspere's Plays  
Mary Connell: The Sonnet  
Manley L. Coultrap: The Speaker of the National House of Representatives  
Edith Lillian Cronacher: The Realism of William Dean Howells  
Harlan J. Dickerson: State Quarrels With the Nation  
Delma V. Elson: Art in Browning's Poetry  
George A. Erf: The Place of Imitation in Education  
Edna Elizabeth Flegal: Oliver Cromwell and the Protectorate  
Margaret C. Flegal: The Modern Element in Euripides  
Florence D. Forsyth: Weak Points in Our National Banking System  
Harry Garfield Griner: The Development of Science  
Mabel R. Howell: The Influence of the Bible on the Poetry of Whittier  
Arlington B. C. Jacobs: Course in Agriculture for Secondary Schools  
Fredia Finsterwald Jones: England Under Victoria  
Grace Marie Junod: The Development and Value of Modern Shorthand  
Frederick C. Landsittel: The Social Engineer (Oration)  
James A. Long: The Battle of the Standards (Oration)  
Walker E. McCorkle: The Development of the Eyes of the Necturus

- James Pryor McVey: The Women Folk of George Meredith  
Ernest C. Miller: Schiller's Earlier and Later Conception of Liberty  
Harry P. Miller: Soil Analysis  
Orla G. Miller } A Study of Some Iron and Steel Permeability  
Clyde L. White } Curves  
Eva L. Mitchell: The Heroines of Jane Austen and Those of Scott  
Joel Calvin Oldt: Motor Development Through Manual Training and Industrial Education  
Howard A. Pidgeon } Determination of Calorific Values  
Barnett Winning Taylor } of Hocking Coals  
Walter A. Pond: The Growth of the Roman State and the Development of Its Law  
Edward Portz: The Payne Tariff  
Virgene Putnam: Art Education in Relation to Manual Training  
Mary Agatha Rapp: The Teaching of Geometry  
Edward R. Richardson: Vocational Training,—Its Place in Public Education  
John E. Russell: Testing Seed Corn  
Elizabeth Sanzenbacher: Methods of Teaching the Novel in the High School  
Alice L. Sherman: Freneau's Influence on American Poetry,  
Lloyd M. Shupe: China and the United States (Oration)  
Mary Minnie Soule: Literature in the High School  
Orin C. Stout: Determination of G for Athens by a Special Method  
Carl L. Tewksbury: Stock Exchanges and Speculation  
Ernest C. Wilkes: Biblical References in the Debates and Addresses of Lincoln  
Leland S. Wood: The Origin of the Monroe Doctrine
-

## LIST OF STUDENTS

### COLLEGIATE DEPARTMENT

#### POST-GRADUATE STUDENTS STUDYING FOR A DEGREE

Bishop, Homer Guy, B. S.....	Athens
Bryson, Lucy Weethee, B. S.....	Athens
Corbett, John, A. B.....	Athens
Coultrap, Manley Lawrence, Ph. B.....	McArthur
Dixon, Asher Hooper, A. B., B. Ped.....	Tekamah, Nebr.
Forsyth, Florance D., Ph. B.....	Athens
Jones, Evan Johnson, Ph. B.....	Athens
Kaler, Mary Engle, Ph. B., B. Ped.....	Athens
Landsittel, Frederick Conrad, B. Ped.....	Athens
Le Roy, Verne Emery, A. B.....	Athens
McCorkle, Walker Ellsworth, Ph. B.....	Dawson
Merritt, William Schory, A. B.....	Thurston
Mohler, Nelle Blanche, Ph. B.....	Athens
Morton, Joshua Romine, B. S.....	Athens
Palmer, Edith, Ph. B .....	Athens
Pidgeon, Howard A., B. S.....	Pennsville
Sherman, Alice Louise, A. B., B. Ped.....	Wilmington
Skinner, Beverly Oden, Ph. B.....	Athens
Slutz, Raymond Mahlon, B. L.....	Athens
Street, Mildred Ardelle, A. B.....	Wilmington
Tuttle, Harley Angelo, B. S .....	Diamond
Williamson, Charles Owen, B. S .....	Athens

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### CLASS OF 1911

Andrews, Adda May.....	Glouster
Baker, Helen Weber.....	Zanesville
Barnes, Bernice Belle .....	Bowerston
Bean, Cecil Calvert, Ph. B.....	Athens
Bean, Leo Chapman.....	Gallipolis
Bingman, Carl Wilson.....	Frost
Bishop, Homer Guy.....	Athens
Blackstone Alva E.....	Cumberland
Boelzner, Wilhelmina Rosina.....	Athens
Bryson, Charles Harvey.....	Athens
Cherrington, Frederick William, A. B.....	Chillicothe
Connett, Mary.....	Athens
Coultrap, Manley Lawrence.....	McArthur

## OHIO UNIVERSITY

Cromer, Paul Eli, A. B.	Springfield
Cronacher, Edith Lillian	Ironton
Dickerson, Harlan Jewett	South Zanesville
Elson, Delma Viola	Athens
Erf, George Arthur	Monroeville
Flegal, Edna Elizabeth	Zanesville
Flegal, Margaret Catherine	Zanesville
Forsyth, Florance D.	Monongahela, Pa.
Griner, Harry Garfield	Amanda
Howell, Mabel Roxy	McArthur
Jaeobs, Arlington Brazil Cole	Lexington
Jones, Fredia Finsterwald	Athens
Junod, Grace Marie	Athens
Kaler, Mary Engle, Ph. B.	Athens
Landsittel, Frederick Conrad	Amanda
Long, James Arthnr.	Washington C. H.
McCorkle, Walker Ellsworth	Dawson
McVey, James Pryor	Athens
Miller, Ernest Carl	Lorain
Miller, Harry Percy	Athens
Miller, Orla Glen	Athens
Mitchell, Eva Louise	Pt. Pleasant, W. Va.
Oldt, Joel Calvin	Enclid
Pidgeon, Howard A.	Pennsville
Pond, Walter Allen	Athens
Portz, Edward	Newcomerstown
Putnam, Virgene	Athens
Rapp, Mary Agatha, A. B.	Sabina
Richardson, Edward Riley, A. B.	Rootstown, N. J.
Russell, John Edgar	South Burgettstown,, Pa.
Sanzenbacher, Elizabeth	Piqua
Sherman, Alice Louise, A.B.	Wilmington
Shupe, Lloyd Merle	Amanda
Soule, Mary Minnie	Wilkesville
Stout, Orin Clark	Stoutsville
Taylor, Barnett Winning	Hendrysburg
Tewksbury, Carl Logan	Blanchester
White, Clyde Lawrence	Coolville
Wilkes, Ernest Constantine	Athens
Wood, Leland Samuel	Andover

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## SENIORS

Andrews, Adda May, Ph. B.	Glonster
Atkinson, Zillah Fern	Zanesville
Ayers, Etta Cornelius	Gambier
Blower, George Cromwell	Glonster
Buch, Caroline Mary Ella	Massillon
Cable, William Ransom	Athens

Carpenter, Franklin Clyde.....	Athens
Collins, Jacob Roland.....	Athens
Comstock, Joseph Hooker.....	Athens
Coovert, Edward Alexander.....	Eldorado
Dickson, John Bernard.....	Athens
Dunga, Nettie Sara.....	Bellaire
Duniap, Howard Leroy.....	Flushing
Dunlap, Oscar Ellsworth.....	Flushing
Elson, Delma Viola, Ph. B.....	Athens
Elson, Harold Altair .....	Athens
Erf, George Arthur, B. S.....	Monroeville
Evans, Amy Cole.....	Portsmouth
Fattig, Perry Wilbur.....	Athens
Gibson, Bessie Irene.....	Amesville
Goldsworthy, John.....	Glouster
Gorslene, Bessie Mabel.....	Athens
Hickox, Jay Gilmore.....	Novelty
Howell, Mabel Roxy, Ph. B.....	McArthur
Hughes, Milton De La Haye.....	Monroeville
Jefferis, Fulalia, A. B. ....	Wilmington
Jones, Anna Laura.....	Portsmouth
Kenney, Ralph Clinton.....	Athens
Knight, Charles Kelley.....	Athens
Langenberg, Fred Charles .....	Beverly
McBee, Harry Brunker.....	Athens
McCormick, Edith McMinn .....	Youngstown
McLean, Mary Elizabeth.....	East Liverpool
Mello, de, Jose Carlos.....	Para, Brazil, S. A
Merrin, Anna Gladys.....	Mt. Vernon
Morris, Leota Blanche.....	Harrisville
Morris, Mary Jane.....	Magrew
Murphy, Elizabeth Anne.....	Carlton
Myers, Jay Arthur.....	Athens
Nixon, Ernest Leland.....	New Plymouth
Norris, George Newton.....	Athens
O'Connor, Gertrude.....	Stewart
Ogan, Louise.....	McArthur
Palmer, Frank Harlan.....	Glenford
Parks, Hugh Whiteford.....	Cadiz
Patterson, Anna Gail.....	Shadyside
Patterson, Jay Robert.....	Shiloh
Powell, Mary Annette.....	Athens
Pownall, Horton Calahan.....	Pomeroy
Price, Marie Louise.....	Athens
Richards, John Conrad.....	Carrollton
Richards, John Roy, A. B .....	Zanesville
Ridenour, Clarence Ray .....	New Lexington
Ridenour, Harry Lee.....	New Lexington
Rigby, Hazel Elizabeth.....	East Liverpool

## OHIO UNIVERSITY

Rose, Reed Phillips.....	Atbens
Sharp, Charles Forrest.....	Lucasville
Shields, Buren Riley.....	Crooksville
Shilliday, Clarence Lee.....	New Milford
Smith, Benjamin Franklin.....	Athens
Stailey, Charles Elmo.....	Athens
Starkey, Edith Belle .....	New Lexington
Sutherland, Marguerite Gow Henderson.....	Warren
Taylor, Elizabeth Amelia.....	Brooklyn, N. Y.
Teeling, Rudy Bell.....	Millersburg
Vanderslice, Marie Llewellyn.....	Athens
Van Dyke, Stella May.....	Athens
Van Meter, Mella.....	Marior
Walls, Callie King.....	Athens
Welday, Samuel Oliver.....	Bloomingdale
Welsh, John Douglas.....	Carpenter
Wheaton, Fred Shepper.....	Athens

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## JUNIORS

Adams, Clara Angeline.....	Utica
Artherholt, Floy Frances.....	Garrettsville
Bartlett, Gertrude.....	Sonora
Beckley, Harry Clyde.....	McArthur
Boneysteele, Park Lowe.....	Bellaire
Bower, Allen McClellan.....	Coshocton
Bowles, Hal Chalfan.....	Dexter
Boyles, Ethel Vida.....	North Lewisburg
Braden, Alma Doris.....	Knightstown, Ind.
Buchanan, Edith Amanda.....	Basil
Buchanan, James William.....	Basil
Case, John Gail.....	Croton
Cline, Edna Blanche Clare.....	Albany
Copeland, Edna Florence.....	Athens
Cox, Ellis Van Hise.....	Athens
Cranmer, Lucy Aretha.....	Athens
Crisenberry, Virginia May.....	Cardington
De La Rue, Harry.....	Jeffersonville
Donley, John Vance.....	Cleveland
Dye, Marian Rebecca.....	Hamden
Easton, Frank Carroll.....	Athens
Edwards, Mary Ethel.....	Syracuse
Evans, Mary.....	Athens
Fawcett, Marshall Lee.....	Rushsylvania
Flesher, Orion Herbert.....	Middleport
Flood, John William.....	Rushville
Fry, Lester Ray .....	Nogadore
Fulwider, Albert Paul.....	Athens
Fulwider, William Elbert.....	Athens

Gibson, Clyde Owen.....	Amesville
Hancher, Louise Eleanor .....	Athens
Hanna, Mary Isabel.....	Kenwood
Hawk, Bessie Alice.....	Newcomerstown
Henry, John Martin.....	Junction City
Jones, Mostyn Lloyd.....	Athens
Jones, Roger Johnson.....	Athens
Kerr, De Witt Culler.....	Hicksville
Kilbury, Levi Earl.....	West Jefferson
King, John.....	Newark
Ludlow, Doris.....	Piqua
McDaniel, Ira Alpheus.....	Athens
McGuire, Zoa.....	Marion
Matheny, Clarence Albert.....	The Plains
Merritt, Kathleen Wood.....	Bartow, Fla.
Micklethwaite, Gilbert Richard.....	Portsmouth
Miesse, Florence Marguerite.....	Chillicothe
Moody, Vittoria.....	Bartlett
Morton, Robert Lee.....	Brownsville
Nesbitt, Margaret Anna.....	Bellaire
Nutting, Raymond James.....	Malta
Pake, Edward Howe.....	Bainbridge
Palmer, John Alonzo.....	Athens
Plummer, Florene.....	Williamsport
Reed, Hazel Baker.....	Uhrichsville
Ricketts, Carrie Edith.....	Sugar Grove
Roach, Louise Putnam.....	Athens
Robinson, Anna Elizabeth.....	Newark
Root, Alexander .....	Frost
Schaeffler, Charles Harry.....	Athens
Shadduck, Edith Leanna.....	Vermillion
Shively, Harold Hastings.....	McArthur
Spohn, Burrell Blakeney.....	Athens
Stage, William Addison.....	Lancaster
Stout, Percy Ray.....	Stoutsburg
Tidd, Harland Owen.....	Williamsfield
Todd, Hazel Estelle.....	Warren
Treudley, Ruth.....	Athens
Tsui, Wellington Kom Tong.....	Canton, China
Voegtly, Nelle Leona.....	Hannibal
Voigt, Eugene John.....	Holgate
Wenrick, Key Elizabeth.....	Canton
West, Flora Kathleen .....	Bainbridge
White, Robert Lee.....	Logan
Winn, Mabel Elizabeth.....	Rutland
Wolfe, Blanche Philene.....	Athens
Wood, Robert Simpson.....	Athens
Young, Herman H.....	Mogadore
Zimand, Elizabeth Sara.....	Brooklyn, N. Y.

**SOPHOMORES**

Achor, James Harvey	New Vienna
Adams, Ella Jean	Highland
Alkire, Abraham Ross	Mt. Sterling
Alexander, Rosanna Blanche	Haverhill
Armstrong, Lyman Walter	Bellville
Baker, Julia	Zanesville
Bare, Leslie Thompson	Hannibal
Bash, Edwin Wallace	White Cottage
Beam, Floyd Guyton	Coolville
Bean, Edgar Ellsworth	Athens
Beatty, Annie Isabel	Youngstown
Beelman, Letha Elnora	Chicago, O.
Bethel, McKinley Slator	Athens
Bishop, Herman Davis	Athens
Blake, Mary Rebecca	Nelsonville
Blumenthal, William Raphael	Cleveland
Blythe, Roy Rukenbrod	Carrollton
Boelzner, Lena Ellen	Athens
Brackin, Marian Blanche	Kinsman
Brainerd, Arthur Alanson	Hartford, Conn.
Brookins, Allen May	Jackson
Brown, James Gladstone	Uhrichsville
Burns, Loretta Virginia	Cleveland
Burrell, George Richard	Freeport
Burriss, Mary Esther	Mt. Pleasant
Buswell, Nellie	Elyria
Carr, George E.	Stockport
Cattell, Lurena Marjorie	Mt. Pleasant
Chance, Clifford Wilmont Donglas	Gambier
Cheadle, Georgia	Chillicothe
Cline, Elizabeth Faye	Albany
Clouse, John Henry	Junction City
Connett, Raymond Wendell	Athens
Connors, Anna Alexis	Salem
Cooperrider, Charles Knesal	Brownsville
Copeland, Anna Charlotte	Athens
Corbett, Amma Rose	Hudson
Covert, Tobias Castor	Loudonville
Davis, David Albert	Oak Hill
Dougan, Stanley	Chesterhill
Dover, Kate	McConnelsville
Dowd, Jennie Frances	McArthur
Dunstan, Flavia Adelaide	Grauville
Dusheimer, Oscar Lee	Thornville
Dutnell, Isabella Louise	North Ridgeville
Eldridge, Anna Elizabeth	Cutler
Falloon, Virgil	Falls City, Neb.

Farquhar, Winonia Josephine.....	Gambier
Fent, Homer.....	Mendon
Figley, Alice Evelyn .....	Chillicothe
Finney, Florence Georgiana.....	McArthur
Fisher, Hugo Carl. ....	New Bedford
Flohr, Mabel Catherine.....	Newton Falls
Foley, Louis Haynes.....	Zanesville
Friedel, Elmer Kirk.....	Medina
Fulton, Norman.....	Shade
Gee, Florence Elizabeth.....	Kinsman
Gill, Myrtle Eulala.....	Youngstown
Gillilan, Paul McVay.....	Salt Lake, Utah
Glazier, Myron Selby.....	Amesville
Glenn, Hazel Mary.....	Gallipolis
Greisheimer, Essie Maud.....	Chillicothe
Grimes, John Odus.....	Cumberland
Grove, Elizabeth.....	Highland
Gutridge, Rollin Edward.....	Brownsville
Harden, Carrie Ellen.....	Dennison
Heffrich, John Wert.....	Carrollton
Hemphill, Winona.....	Copley
Henry, Virgene Woodworth.....	Athens
Herrold, Rose Ella.....	Nelsonville
Hoover, Ira Morrison.....	Ashville
Hopkins, Homer Smith.....	Marengo
Hunt, Hazel Elizabeth.....	Somerset
Hutchins, Florence Estelle.....	Nelsonville
Irish, Edna Christine.....	Keosaqua, Iowa
Jennings, Lewis Dale.....	West Cairo
Junod, Carrie Clester.....	Athens
Katzenbach, Iva Lorea.....	Nelsonville
Kelley, Fred Eoster.....	Athens
Kelley, Lu Verne,.....	St. Marys
Kelley, Margaret Beatrice.....	Freeport
King, Edward Riley.....	Creola
King, Elizabeth Eulalie.....	Glouster
Kochheiser, Freda Hazel.....	Bellville
Krout, Webster Sherburn.....	Bremen
Lantz, Dena Merle.....	McArthur
Lawrence, Majel.....	Coolville
Long, Louis John.....	Urbana
Lowry, Rena Ruth.....	Zanesville
Lumley, Ethel,.....	Rootstown
McCombs, Mamie.....	Youngstown
McDonald, Flora Vista.....	McConnelsville
McDougall, Gilbert Woodworth.....	Athens
McFarland, Anna Campbell.....	Warren
McGinnis, Tirzah.....	Zanesville
McKee, Helen Josephine.....	Caldwell

McKinstry, Mary Claire .....	Athens
McLaughlin, Henry Max.....	Wilkesville
McMillin, Mary Edith.....	Youngstown
McNaughton, James Edgar.....	South Webster
Micklethwaite, Louise.....	Portsmouth
Miller, Lewis Harrison.....	Milwood, W. Va.
Moore, Margaret Elizabeth.....	Martins Ferry
Morris, Hattie Ellen.....	Carroll
Morris, Margaret Martina.....	Magrew
Nier, Norma Martha.....	Sandusky
Nutting, Harold LeGrande.....	Malta
O'Connor, Delia.....	Alice
Ostermayer, Matilda.....	Canton
Parker, Leone.....	Huron
Parker, Sidney Lester.....	Athens
Parks, Sarah Isabelle.....	Cadiz
Pelley Lura.....	Mingo Junction
Pelton, Mary Eleanor.....	Medina
Pickering, Anna Katherine .....	Athens
Plyley, Chauncey Ace .....	Jeffersonville
Polk, Julia Mooreman.....	New Vienna
Powell, Newman Minnich.....	Athens
Preston, Fred Dix.....	Athens
Prine, Maud Harriet.....	Ashtabula
Rambo, Florence Marie.....	Zanesville
Reese, George Adam.....	Canton
Reid, Alice Averre.....	Martins Ferry
Reinhold, Harry Edmont .....	New Philadelphia
Renshaw, Sam, Jr.....	Sugar Grove
Reynolds, Claire Lucile.....	Oberlin
Riley, Dwight Albin.....	Athens
Ringwald, Pearl Marie.....	Chillicothe
Robinson, Ward William.....	Bellville
Rogers, Ruth Estelle.....	Amherst
Rucker, Robert Elliott.....	Rappensburg
Schmalzle, Frieda Marguerite.....	Twinsburg
Sherman, George Leslie.....	Athens
Shira, Katherine Loos.....	La Rue
Shupe, Nellie Gertrude .....	Kingston
Skinner, Charles Edward.....	Newark
Smith, Roy Wilfred.....	Stewart
Squire, Ermine Inez.....	Youngstown
Stevenson, Anna Faye.....	Lancaster
Stine, Wilmer Evert.....	Santoy
Stoll, Norma Anna.....	Sandusky
Stowe, Reba E.....	Highland
Strait, Noyce Worstell.....	Zanesville
Sutherland, David Lewis.....	Washington, C. H.
Taylor, Arthur Hamilton.....	McArthur

Taylor, Esther Marella.....	McArthur
Taylor, Enniece Loa.....	McArthur
Taylor, Zera Gibson.....	Petrolia, Pa.
Terrell Lillian Esther.....	New Vienna
Tom, Fred Lee.....	New Concord
Ullom, Charlotte Devol.....	Athens
Van Gundy, Clarence William.....	Chillicothe
Wagner, Mary Emma.....	Dennison
Wagoner, Bertha Adelle.....	Cutler
Wallace, Martha Esther.....	Nelsonville
Ward, Erwin John Boyd.....	Perrysburg
Warrener, Mary Estelle .....	Athens
Watson, Martin Wallace.....	Racine
Webber, Robert Grover.....	Sistersville, W. Va.
Whipple, Howard Everett.....	Chesterland
White, James Henry.....	Chandlersville
Wiley, Nathaniel.....	Kimball, W. Va.
Williams, Freda.....	Athens
Wilson, Harry Reynolds.....	New Martinsville, W. Va.
Wolcott, Marion.....	Greenwich
Woodruff, Myrtle.....	North Fairfield
Yanger, Harry Thomas.....	New Lexington
Young, Fred McClinic.....	Mt. Sterling
Young, Harry Curtis.....	Millersbnrg
Zieger, Mary Althea.....	New Middleton

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**FRESHMEN**

Aber, Irene Virginia.....	Toronto
Amerine, Minnie.....	Lancaster
Anderson, Harold Way.....	Lancaster
Andrews, Mary Chase.....	McConnelsville
Ankrom, Zadoc William.....	New Martinsville, W. Va.
Applegate, Elmer Ray.....	Antwerp
Armstrong, Ruth.....	Logan
Bailar, Charles Otto.....	Sidney
Baker, Alpha Mae.....	Amherst
Baker, Esther Viola.....	Amherst
Baker, Lillian Virginia.....	Amherst
Baker, Ray Albert.....	New Matamoras
Baldwin, Harley Eugene.....	Cortland
Barker, Robert Ralph.....	Athens
Bassler, Cleon John.....	Lima
Bean, Ronald Lyle.....	Athens
Bethel, Raymond Culver.....	Plainview, Texas
Blackford, Charles Alfred.....	Eldorado
Blosser, Frank Ray.....	Hicksville
Brickles, Lucy Inez.....	Nelsonville
Brison, Maud Lanretta.....	West Gore, N. S.

## OHIO UNIVERSITY

Broomhall, Charles James.....	Zanesville
Brown, Roland Stemen.....	Bremen
Browning, Nina Mae.....	Steubenville
Buell, Charles Townsend.....	Sugar Grove
Bunch, Charles Henry.....	Ravenna
Bundy, William Sanford.....	Athens
Burns, Edna Primrose.....	McArthur
Busic, William Hezekiah.....	Mt. Sterling
Buxton, Bertha Edith.....	Athens
Cable, Julia Luella.....	Athens
Calvert, Freda Fern.....	Athens
Chamberlain, Willard Jason.....	Milledgeville
Chase, Mae Weltha.....	Mingo Junction
Cherrington, Edith Mabel....	New Straitsville
Cherrington, Homer Virgil.....	New Straitsville
Christman, Mary Edith.....	Coalton
Chute, Berenice Fauney.....	Jacksonville
Clark, Leona Elizabeth.....	Hillsboro
Cochran, Fannie Helena.....	Dresden
Coil, Alfreda.....	Marietta
Cole, Bessie Martha.....	Jewett
Cole, Clarence Edison.....	Hartville
Cole, James David.....	Jewett
Coleman, Helen Louise .....	Rainsboro
Connett, Elizabeth Brown.....	Athens
Cooley, Georgia Scott.....	Athens
Copeland, Nelle Elizabeth.....	Athens
Cornell, Elmo Clarence.....	Athens
Cotterman, Ruth Mabel.....	Rockford
Covert, Ruth Elizabeth.....	Syracuse
Cowden, Laura Jane.....	Gustavus
Cox, Sarah Anne .....	Chillicothe
Creesy, Clyde Kenneth.....	Coolville
Creighton, Omar Clark.....	New Holland
Cronacher, Henrietta Violet.....	Ironton
Crosser, Margaret Hogg .....	Salineville
Daugherty, Omer Joseph.....	New Lexington
Davis, Errett Altman.....	Gloster
Davis, Kathryn Grace.....	Youngstown
De Kort, Morris Adrian.....	Chagrin Falls
Dewhirst, Clemmie Lillias.....	Huron
Dickson, Amy Agnes.....	Bartlett
Dilger, Eva Beryl.....	Carroll
Dilts, Florence Bryson.....	Greenfield
Dilts, Mabel Cntler. ....	Greenfield
Donaldson, Kathryn Ruth.....	Youngstown
Dowd, Olive Gertrude.....	McArthur
Drake, Maud Marian.....	Athens
Drury, Marie.....	Gloster

Du Bois, Herman Henry.....	Vigo
Duckwall, Grace.....	Hillsboro
Dunnigan, John.....	Holgate
Eakin, Charles Thornton.....	Negley
Eaton, Rena .....	New Vienna
Ebert, Madge. ....	Circleville
Eccles, Charles Middleton. ....	Grove City, Pa.
Eccles, Henry Henderson.....	Grove City, Pa.
Eckelberry, Roscoe Huhn.....	McArthur
Eddy, Mildred Arline.....	Athens
Elliott, Lulu Faye.....	Pleasanton
Elson, Winfred Paul.....	Athens
Endsley, Benjamin Lawrence.....	Lancaster
Ferrell, Carl Kenneth.....	Zanesville
Fiedler, Ferdinand Arthur.....	New Philadelphia
Finley, Earl.....	Nelsonville
Fishel, Waite Philip.....	Pleasant City
Fleming Maud Alice. ....	Geneva
Fletcher, Mary Ella.....	Athens
Floyd, Clara Mae.....	Lancaster
Furman, Alton Clio.....	Sidney
Gaffner, Millie.....	Trenton, Ill.
Galbreath, Gerald Henry.....	Mt. Sterling
Galehouse, Ethel May.....	Doylestown
Gallagher, Julia Agnes.....	Buchtel
Gandee, Wilbert Dale.....	Athens
Gillespie, Lydia Catherine.....	Lancaster
Ginnan, Mary Ellen.....	Athens
Goddard, Fred Benoni.....	Cutler
Goldsberry, Blaine Randolph .....	Athens
Goodwin, Howard Lewis .....	Athens
Gordon, Ethel Florence .....	Uhrichsville
Graves, Sara Birdella.....	Alexandria
Gray, Arthur.....	Jackson
Griggs, Elma Australia.....	Junetion City
Grones, Dow Seigel.....	Athens
Gwynn, Kathleen.....	Delaware
Hall, Ruth Eleanor.....	Pierpont
Halt. Louise Fredericka.....	Youngstown
Harbaugh, Gladys Eleanor.....	Hannibal
Harding, Helen Adair.....	Amherst
Hartmann, John Christopher Lewis.....	Lancaster
Hartsock, Isabel Justina.....	Lancaster
Hastings, Stanley Miller.....	Zanesville
Hauschmidt, Katherine.....	Piqua
Hayes, Clara Genevieve.....	Athens
Henry, Rebecca Lucile.....	Athens
Herb, Margaret Grace.....	Steubenville
Herrold, Daisy Irene.....	Nelsonville

Higgins, Hannah Louise.....	Athens
Hite, Ada Florence .....	Thornville
Hoodlet, Jacob James.....	Nelsonville
Hoover, Mary.....	Middlebranch
Horton, Eunice Adaline.....	Lockwood
Horton, Minnie Helena.....	Lockwood
Householder, Russell Lehr.....	Bremen
Ieenhour, Schuyler Clifford.....	Hemlock
Irwin, Margaret Mabel.....	Welchfield
Jackson, Earl Cooley .....	Nelsonville
Johnson, Alice Grace .....	Sharon Center
Johnson, Bernard David.....	McConnelsville
Johnson, John Edwin .....	Nelsonville
Johnson, Otis Crawford.....	Trimble
Jones, Ann Matilda.....	Canton
Jones, Earl Leslie.....	Nelsonville
Judy, Wilfred Sylvester.....	Logan
Kahnheimer, Flora Rachel.....	Cardington
Karr, Edna Juliet.....	Kinsman
Kennedy, Blanche.....	Hamden
Kinnison, James Edgar, Jr. ....	Jackson
Kiser, Mary Arvesta.....	Piqua
Knecht, Fannie Evangeline.....	Lancaster
Knisley, Omar Ashton.....	Bainbridge
Kobs, Linda Eva.....	Vermilion
Krapps, Zelma Katherine.....	Athens
Lantz, Purle Frances.....	McArthur
Lash, Mayme Belle.....	Athens
Law, George Gun.....	Portland, Ore.
Lawlor, Eunice Marie.....	Youngstown
Lax, Margaret Naomi .....	Nelsonville
Lee, Ethel S.....	Dorset
Lee, Velma.....	Greenwich
Leech, Laura Helen .....	Youngstown
Lewis, Ralph Amos .....	Sabina
Liddell, Mary Iras.....	Shiloh
Lindsay, Ida Alice.....	Gnadenhutten
Logan, Inez.....	Athens
Longley, Robert Kenneth.....	McConnelsville
Lynn, Arthur Dellert .....	Portsmouth
McBee, Earl Edgar.....	Athens
McCague, Ada Brown .....	Norwalk
McDowell, Gladys Aileen.....	Columbus
McKinstry, Cassandra Bartlett .....	Athens
McReynolds, Wilbur Reece.....	Columbus
McVay, Charles Don .....	Athens
Mann, Karl Burr .....	Clyde
Mardis, Myrtle.....	Columbus
Markey, Herbert .....	Dayton

Martin, Charles Harland .....	Athens
Martin, Edna Blanche .....	Athens
Martin, Eva Belle.....	Athens'
Martin, Maybelle Barbara.....	Tiffin
Mast, Cora Elma.....	Zanesville
Matson, Russell Elliott.....	Athens
Matthew, Harry Gardner .....	Lancaster
Mechlin, Russell Horace.....	Winchester
Merry, Susan Isabella.....	Caldwell
Miller, Benjamin Warren.....	Millwood, W. Va.
Miller, Earle Agustus.....	Athens
Miller, Fletcher McCoy.....	Athens
Miller, Florence Agnes.....	Millersport
Miller, Helen Elizabeth.....	Mingo Junction
Miller, Ruth Lillian .....	Charles City, Iowa
Montgomery, John Alvin.....	Baltimore
Morris, Dorothy Catherine.....	Magraw
Morris, Edward Armstrong.....	Highland
Morrison, Henry Russell.....	Thornville
Morton, Sarah Margaret.....	Brownsville
Mullane, Bessie.....	Youngstown
Murch, James De Forest.....	Athens
Nelson, Alice Gertrude.....	Bellaire
Nelson, Donald Thomas.....	Athens
Nesbett, Mabel Allyne.....	Grafton
Nesbitt, Hannah Mary.....	Bellaire
Nixon, John Newton.....	Bremen
Nye, Charles Edward.....	Athens
O'Rourke, Sara.....	Warren
Okey, Ruth Eliza.....	Woodsfield
Osborne, Elva Faye.....	Huron
Park, Jennie Irene.....	Lancaster
Partee, Blake Cameron.....	Evansport
Paugh, Charles Thomas.....	Coolville
Peters, Edith McKnight.....	Mt. Gilead
Peters, Emma Ault.....	Toronto
Phillips, Helen Marie.....	Hornell, N.Y.
Pickering, James Theodore .....	Athens
Pickett, Helen Emma .....	Athens
Pine, Pauline Ethel.....	Washington C. H.
Plough, Edna May.....	Greenwich
Portz, Edwin Arthur.....	Stone Creek
Post, Harriet Grace .....	Washington C. H.
Putnam, Maud Harriet.....	Athens
Rang, Lavina Mary .....	Chicago, O.
Ranlett, Foster Harrold.....	Jersey City, N. J.
Ray, Viva Louisa.....	Hamden
Reed, Paul Foster .....	Uhrichsville
Reynolds, Lydia Emma.....	Martins Ferry

## OHIO UNIVERSITY

Richmond, William Howard.....	West Union
Riley, James Perry.....	Guyssville
Rissler, Fred Thomas.....	Lancaster
Robinson, Blanche.....	Bidwell
Rodgers, John Nelson.....	New Lexington
Roebuck, Harry Miller.....	West Union
Romig, Ruth Lucile.....	Uhrichsville
Roome, Elizabeth.....	Sistersville, W. Va.
Rosada, Enrique Ortega.....	Mayaguez, P. R.
Ross, Donald A.....	Akron
Rowe, Clara Forest.....	Portsmouth
Runkel, Martha Jane.....	Fort Recovery
Russell, Clara May.....	Shawnee
Schaefer, Emma Mae.....	Carroll
Schaeffler, Leo.....	Athens
Schloss, Belle Elizabeth.....	Athens
Schofield, Blanche Edith.....	Chesterhill
Scott, Nelle Rutledge.....	Athens
Seiler, Marion Seldon Stevens.....	Sprinkle's Mills, Pa
Severe, Carrie.....	Vanatta
Severe, Jessie.....	Vanatta
Shafer, Samuel Sullivan.....	Athens
Shields, Lydia Brooks.....	Crooksville
Shively, Earl Cranston.....	McArthur
Shuman, Mary Ethel.....	Pleasant Grove
Sigler, Adah Ellen.....	Cortland
Silvus, Catherine.....	Athens
Smith, Albert Truman.....	Big Plain
Sprague, Edna McGrath.....	Athens
Sprankel, Goldie Leyshon.....	New Straitsville
Starr, Dano Elmer.....	Athens
Stewart, Charles Carroll.....	Ironton
Stickney, Bertha Stewart.....	Athens
Stoneburner, Alberta Clarace.....	Nelsonville
Straushaugh, Elsie May.....	Cadiz
Strong, Ola Adelaide.....	Berlin Center
Swan, Basha Edna.....	Middleport
Swartz, Lena Ada.....	McArthur
Tasaka, Hideji.....	Osaka, Japan
Thomas, Gladys Ione.....	Chesterhill
Thomas, Mabel Marvel.....	Chesterhill
Thomas, Susan Mildred.....	Portsmouth
Thorpe, Eva Marie.....	Caldwell
Ulmer, Fred Arthur.....	Athens
Utrup, August George.....	Glandorf
Valentine, Mary Winifred.....	Lancaster
Van Scoyoc, Le Vaughn Grace.....	Williamsfield
Van Valey, Gladys Lucile.....	Athens
Varner, May.....	Black Run

Vincent, Elsie Vere.....	Van Wert
Voigt, Tillie Margaret.....	Holgate
Wagner, George Everett.....	Sugar Grove
Walker, Jessie Murray.....	Zanesville
Walsh, Ethel Xavier.....	Athens
Ward, Theron William.....	Athens
Wark, Margaret Esther.....	Warren
Warner, Leslie Elliott.....	New Haven, Conn.
Weist, Albert Harold.....	Campbellstown
White, Alpheus Frank.....	Washington C. H.
Whiting, Eva Melissa.....	Glouster
Will, Dorothy.....	McArthur
Willerton, Mabel Arella.....	Bellaire
Willis, Helen Banhof.....	Canton
Wilson, Archer Lasley.....	Jackson
Wilson, Carl Henry.....	Conneaut
Wilson, Elva Ruth.....	Washington C. H.
Wilson, Harry Clifford.....	Athens
Winter, George Wilson.....	Crooksville
Wonders, Jessie May.....	Warren
Wood, Austin Vorhes.....	Athens
Wood, John Vorhes.....	Nelsonville
Wyeth, Cleo Dee.....	Johnstown
Yoakem, Thomas Douglas.....	Vigo
Young, Flossie Aletha.....	Athens
Zenner, David Roe.....	Athens

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### IRREGULAR AND SPECIAL STUDENTS

Bailey, Laura Belle.....	Athens
Biern, Oscar Bernard.....	Huntington, W. Va.
Bishop, Lenore Belle, Ph. B.....	Westerville
Burson, Lucile Coe.....	Athens
Chalfant, Mand.....	Athens
Chan, Tingit Harry.....	Canton, China
Curtis, Charles Carey.....	Amesville
Davis, Margaret Anne.....	Clay
Dean, Minnie Foster.....	Athens
Eves, Edward Holt.....	Columbus
Foster, Elva Margaret.....	Huston, Ky.
Freiberg, Isaac M.....	Cincinnati
Gates, Harold Taylor.....	Zanesville
Gillen, Roy John.....	Wellston
Gravina, Floyd Emerson.....	Gilboa
Greathead, Elsie Selene.....	McConnellsburg, Pa.
Hastings, Emily Evelyn.....	Grover Hill
Hinaman, Arthur William.....	Athens
Hoffmeister, Alexander Charles Max.....	Athens
Hoover, Ethel Arnold.....	Athens

Keckley, Clyde Uriah.....	Alliance
LeRoy, Bernard Reamy, M. D.....	Athens
McLean, Alta Elizabeth.....	North Bloomfield
Mendez, Alfredo Laureano.....	Mayaguez, P. R.
Mitchell, Bertram Alexander.....	Athens
Monfort, Marie Antoinette, B. O.....	Lebanon
Moore, Irvie Meechem.....	Byesville
Morris, Mary Elizabeth.....	Youngstown
Parker, Fred.....	Cass City, Mich.
Patterson, Lena Estelle, A. B.....	Athens
Pfeiffer, Maybelle Lillian.....	Charles City, Iowa
Pickering, Gertrude Gardner.....	Athens
Porter, Lena Mabel.....	McConnelsville
Porter, Rose.....	McConnelsville
Roberts, Sarah Ellen .....	Columbus
Simon, Mary Anna, Ph. M .....	Piqua
Stewart, Mabel Emma.....	Canisteo, N. Y.
Switzer, Charles Carroll.....	Williamsfield
Tong, Ka Chang.....	Canton, China
Waltermire, Arthur Beecher.....	Findlay
Watkins, Mary Carson, Ph. B.....	Athens
Williamson, Edna Bell.....	Athens
Woo, Mun Chee.....	Canton, China
Wood, Alice Merrick.....	Pomeroy
Wyndham, Margaret.....	Tulsa, Okla.

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#### FOURTH PREPARATORY

Beshore, Dora Alice.....	Mingo Junction
Biddle, Benjamin Harrison.....	Athens
Brandt, Chauncey Quay.....	Kilgore
Brown, Carl Monroe.....	Bremen
Brown, Mabel Lucile.....	Agosta
Burns, Warren Lelion.....	Belmont
Burt, William Everett.....	New Marshfield
Caldwell, Frances.....	Coolville
Caldwell, Panll Holtz.....	Alledonia
Calvin, Margaret Belle.....	Hamden
Cline, Wallace McKinley.....	Wilkesville
Copeland, William Franklin, Jr.....	Athens
Couture, Nettie Florine.....	Haskins
Deming, Edith May.....	Atwater
Doak, Carroll David.....	Seaman
Duppstadt, Elsie Mary.....	Somerset, Pa.
Dye, Frank Argylle.....	Zanesville
Eby, Mary Floy.....	Ashland
Fishel, Florence Beryl.....	Pleasant City
Gillilan, Lurene.....	Amesville
Griffin, Leah.....	Coolville

Grover, Faye.....	Pine Grove
Grover, Raymond Lewis.....	Bidwell
Growdon, Clarence Holmes.....	Chillicothe
Guthery, Avis Marie.....	La Rue
Guthery, Gladys Norma.....	Delaware
Hansen, Jennie Rosalyne.....	Bellevue
Harper, Walter Jean .....	Monday
Hewitt, Milo Ephraim.....	New Marshfield
Jackson, Frederick Augustus.....	Woodsfield
Johnston, Reed Seth.....	Summit Station
Kenyon, Johnson Darby.....	Wauseon
Kerns, Paul Horsman.....	Hillshoro
Kuoll, Zella Elizabeth.....	Alliance
Lawless, Emma Clare.....	Bidwell
Leath, Mabel Benita.....	Harris Station
Lehman, Samuel George.....	Ney
Lewis, Lu Berenice.....	Rushville
McCleery, Walter Scott.....	Lancaster
McCurdy, Jessie L.....	Dresden
McIntyre, Beatrice Perdue.....	Bristolville
McIntyre, Dorthula Jeannette.....	Bristolville
May, Ella Lucie.....	Athens
Metham, Edith.....	Nellie
Mills, Lewis Herald.....	Athens
Paden, Frank.....	Sardis
Park, Mary Edith.....	Warren
Parnaby, Chester William.....	Middlefield
Potts, Carl Grady.....	Athens
Potts, Pearl Lucile.....	Amesville
Price, John Henry.....	Athens
Pugh, Ira Ross.....	Armstrong's Mills
Redding, Auna Lou.....	Hammondsville
Ricketts, Dean Leslie.....	Washington C. H.
Robinson, Rex Harmon.....	Albany
Rolston, Emmett Reasoner.....	Cheshire
Russell, Mary Louella.....	Sarahsville
Sanford, Robert Mason.....	Defiance
Selby, Carrie Rowena .....	Vincent
Smith, Eva Marie.....	Athens
Stage, John Edward.....	Amesville
Strouse, Ruth Blanche.....	Laurelville
Taylor, Earl.....	Triuway
Trimble, Harry Bane.....	Jacobsburg
Ulrich, Cordelia Adeline.....	Port Washington
Waggoner, Clada Ruth.....	Jewett
Ward, Flora Sarepta .....	Williamsfield
Ward, Mary.....	Athens
White, Joseph Cook.....	Norwich
Williams, Effie Maude .....	Sharpsburg

Winegardner, Stanley Turner ..... Harrod

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### THIRD PREPARATORY

Albright, Edward Emil .....	New Holland
Albright, John Grover .....	New Holland
Bean, Balley F.....	Gadwallader
Bierer, Martin Ellsworth .....	Adena
Caldwell, John Robert .....	Rayland
Clark, Mary Ethel .....	Little Hocking
Collins, Anastasia Teresa .....	Athens
Copeland, Lucile Ernestine.....	Stewart
Courtright, Leona Effie ..	Lancaster
Davis, Margaret Belle .....	Macksburg
Dinsmoor, Gwendolyn Lelia.....	Carbondale
Donahey, Monna Esther .....	Utica
Duckworth, Walter Scott .....	Cutler
Dutton, Clarence Edwin .....	Hockingport
England, Osie .....	Chillicothe
Everett, Ray Smith .....	Bremen
Ewers, Pearl.....	Belmont
Feiock, Edward Clement. ....	Lewisville
Frampton, Edgar Clark.....	Creola
Goddard, Mary Eliza .....	Amesville
Guthrie, Clara Edna .....	Alfred
Hayes, Winifred Alice .....	Guysville
Heskett, Harrison Allison.....	Bethesda
Hewitt, Besse May .....	New Marshfield
Hill, Clyde Gilman .....	Wheeling, W. Va.
Holzhauser, Emma Louise.....	Berlin Heights
Hoover, Benjamin Franklin .....	New Salem
Humphrey, Iva May .....	Waterford
Hurd, Bertha Opal .....	Laings
Lanning, Pearl.....	Rutland
Leon, Lenard Koh .....	Singapore, Str. Sts.
Ludwick, Audra Maria .....	Stewart
Mikesell, Ray Everett .....	Black Run
Moore, Enned May .....	Cumberland
Parrott, Joseph Lawrence .....	Mendon
Person, Errett A.....	Long Bottom
Person, Everett .....	Long Bottom
Power, Daisy Amanda .....	Waterford
Roach, Juliet Stewart .....	Athens
Robinson, Charles.....	Bidwell
Romine, Glen Mutchler .....	Athens
Sanderson, Albert .....	West Austintown
Souder, Ruth Serena .....	Athens
Strode, Hazel Dean .....	Chesterhill

Tom, Robert Bruce.....	New Concord
Trimmer, Loutella.....	Lancaster
Weber, Mande Antoinette .....	Dexter City
Willerton, Nettie Elizabeth.....	Bellaire
Woodyard, Helen Emily.....	Coolville
Workman, Minnie Olive.....	Armstrong's Mills

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## SECOND PREPARATORY

Alexander, Floyd Wilder.....	Hicksville
Balderson, Mary Emily.....	Amesville
Balsiger, Russell Sage.....	Stockdale
Barnhill, Amy Gertrude.....	Gnysville
Barnhill, Lulu Anna.....	Guysville
Belford, Mary Elizabeth .....	Athens
Bell, Arl Mary.....	Athens
Biedel, Clara Fern.....	Watertown
Biggins, Lenna Glendora .....	Canaanville
Burton, Otis Austin.....	Leesburg
Byington, Lavina.....	Lakeside
Calvin, Harley Earl.....	Hamden
Casperson, Bjarne.....	Chester, Mass.
Chapman, Clarence Orton.....	Dexter
Chubb, Catherine Downer .....	Athens
Clark, Chloe May.....	Sugar Grove
Climer, Edwin Parker.....	Gillespieville
Corner, Dayton Orrin.....	Swifts
Corner, Newell David .....	Swifts
Dailey, Margaret Elizabeth.....	Lakeside
Davis, Chester Francis.....	Glouster
Gates, John L.....	Beallsville
Gilbreth, Glen Hofman.....	Coolville
Gilbreth, Mina Margaret.....	Coolville
Greten, John Peter .....	Cohoes, N.Y.
Hall, Jesse Charles.....	Glouster
Harris, Isabel.....	Lancaster
Hart, Frank.....	Sharpsburg
Hoffman, Jennie Belle .....	Lancaster
Hughes, Anna.....	Oak Hill
Hulse, Walter Harrison .....	Rockbridge
Jackson, Ole Cleveland .....	Woodsfield
Jeffers, Della.....	Athens
McCreary, Melvin Leslie.....	Freeport
Marshall, Iva Gladeen .....	Coshocton
Martin, Peter Elwyn.....	Athens
Miller, Clarence Ambrus.....	Cooperdale
Mobley, Estella Murl.....	Armstrong's Mills
Mobley, Gertrude Edna .....	Armstrong's Mills

Mullinex, John Harrison.....	Belfast
Murphy, L. Fay.....	Maynard
Ogan, Auna Amanda.....	Chillicothe
Ott, Harry Wesley.....	Frankfort
Parr, Charles Hamilton.....	Great Bend
Quigley, Jessie.....	Columbiana
Riesbeck, Laura Catherine .....	Lewisville
Riley, Harry Wedeman .....	Athens
Rittgers, Floyd Edward.....	Bremen
Rowland, Raymond Rexford.....	Cutler
Ruth, Clifford Everett.....	Shade
Schimmel, Vernon George.....	Lewis, La.
Shallenberger, Royee Kirby.....	Lancaster
Shelton, Kate.....	Springfield
Sbirkey, Carl.....	Chauncey
Shirkey, Della Miriam.....	Jacksonville
Sholl, Clarence Andrew.....	Bremen
Steepee, Della Edna .....	Rogers
Swan, Clara.....	Long Bottom
Swiger, Ora Ethel.....	South Zanesville
Terrell, Cyrus Wesley.....	Gore
Titus, James Stephen.....	Middleport
Tribe, Harry Randolph.....	Athens
Underwood, Michael Beal .....	Howard
Varner, Ella.....	Black Run
Welch, Edwin Charles .....	Athens
White, Lizzie Gertrude.....	Athens
Winters, Ada Arvilda.....	Fremont
Woodyard, Ethel Lady.....	Shade

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### FIRST PREPARATORY

Amerine, Arthur Truman.....	Creola
Barnhill, Walter Everett.....	Guysville
Burleigh, Edith Cora.....	Guysville
Clutter, Reno Miller.....	Athens
Cox, Ray Valentine.....	Proctorville
Dixon, William Clinton.....	Athens
Evans, Lucy Belle.....	Shade
Gilbreth, Earl Mason.....	Marion
Greenewalt, Bertha Annis.....	Waverly
Hall, Dale Clifford.....	Great Bend
King, Silas David.....	Creola
Love, Walter Edward.....	Junction City
McGee, Grace.....	Chillicothe
Mason, William Peter.....	Athens
Merry, Sua Ruby.....	Millfield
Merry, Zua Roma.....	Millfield

Mohler, Daniel Hufford Dee.....	Webb Summit
Morgan, James Grover.....	Rockbridge
Newman, Carrie Minerva.....	Jerseyville
Richards, Nellie Pearl.....	Jackson
Smith, Louise Leola.....	Fremont
Thompson, Ernest.....	Athens
Turner, Annie.....	Oak Hill
Wharton, Florida Edna.....	Mineral

## STATE NORMAL COLLEGE

(Exclusive of the Summer Term, 1911)

### FIRST YEAR IN ELEMENTARY EDUCATION

Amerine, Arthur Truman . . . . .	Creola
Barnhill, Walter Evelett . . . . .	Guysville
Burleigh, Edith Cora . . . . .	Guysville
Clutter, Reno Miller . . . . .	Athens
Cox, Ray Valentine . . . . .	Proctorville
Gilbreth, Earl Mason . . . . .	Marion
Greenewalt, Bertha Annis . . . . .	Waverly
Hall, Dale Clifford . . . . .	Great Bend
King, Silas David . . . . .	Creola
Love, Water Edward . . . . .	Junction City
McGee, Grace . . . . .	Chillicothe
Merry, Sua Ruby . . . . .	Millfield
Merry, Zua Roma . . . . .	Millfield
Mohler, Daniel Hufford Dee . . . . .	Webb Summit
Newman, Carrie Minerva . . . . .	Jerseyville
Richards, Nellie Pearl . . . . .	Jackson
Smith, Louise Leola . . . . .	Fremont
Thompson, Ernest . . . . .	Athens
Turner, Annie . . . . .	Oak Hill
Wharton, Florida Edna . . . . .	Mineral

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### SECOND YEAR IN ELEMENTARY EDUCATION

Alexander, Floyd Wilder . . . . .	Hicksville
Balderson, Mary Emily . . . . .	Amesville
Balsiger, Russell Sage . . . . .	Stockdale
Barnhill, Amy Gertrude . . . . .	Guysville
Barnhill, Lulu Anna . . . . .	Guysville
Belford, Mary Elizabeth . . . . .	Athens
Bell, Arl Mary . . . . .	Athens
Biedel, Clara Fern . . . . .	Watertown
Burton, Otis Austin . . . . .	Leesburg
Byington, Lavina . . . . .	Lakeside
Calvin, Harley Earl . . . . .	Hamden
Casperson, Bjarne . . . . .	Chester, Mass.
Clark, Chloe May . . . . .	Sugar Grove
Corner, Dayton Orrin . . . . .	Swifts
Corner, Newell David . . . . .	Swifts
Dailey, Margaret Elizabeth . . . . .	Lakeside

Davis, Chester Francis	Gloster
Gates, John L.	Beallsville
Gilbreth, Glen Hoffman	Coolville
Gilbreth, Mina Margaret	Coolville
Greten, John Peter	Cohoes, N. Y.
Harris, Isabel	Lancaster
Hart, Frank	Sharpsburg
Hoffman, Jennie Belle	Lancaster
Hughes, Anna	Oak Hill
Jackson, Ole Cleveland	Woodsfield
Jeffers, Della	Athens
McCreary, Melvin Leslie	Freeport
Marquis, Hazel Irene	Amesville
Marshall, Iva Gladeen	Coshocton
Mobley, Estella Murl	Armstrong's Mills
Mobley, Gertrude Edna	Armstrong's Mills
Millinex, John Harrison	Belfast
Murphy, L. Fay	Maynard
Ogan, Anna Amanda	Chillicothe
Ott, Harry Wesley	Frankfort
Quigley, Jessie	Columbiana
Riesbeck, Laura Catherine	Lewisville
Rittgers, Floyd Edward	Bremen
Schimmel, Vernon George	Lewis, La.
Shelton, Kate	Springfield
Shirkey, Carl	Chauncey
Shirkey, Della Miriam	Jacksonville
Sholl, Clarence Andrew	Bremen
Steepee, Della Edna	Rogers
Swan, Clara	Long Bottom
Swiger, Ora Ethel	South Zanesville
Terrell, Cyrus Wesley	Gore
Varner, Ella	Black Run
Winters, Ada Arvilda	Fremont
Woodyard, Ethel Lady	Shade

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### THIRD YEAR IN ELEMENTARY EDUCATION

Albright, John Grover	New Holland
Bean, Bailey F.	Cadwallader
Bierer, Martin Ellsworth	Adena
Clark, Mary Ethel	Little Hocking
Collins, Anastasia Teresa	Athens
Copeland, Lucile Ernestine	Stewart
Courtright, Leona Effie	Lancaster
Davis, Margaret Belle	Macksburg
Dinsmoor, Gwendolyn Lelia	Carbondale
Donahey, Monna Esther	Utica
Dutton, Clarence Edwin	Hockingport

England, Osie . . . . .	Chillicothe
Everett, Ray Smith . . . . .	Bremen
Ewers, Pearl . . . . .	Belmont
Feiock, Edward Clement . . . . .	Lewisville
Frampton, Edgar Clark . . . . .	Creola
Goddard, Mary Eliza . . . . .	Amesville
Guthrie, Clara Edna . . . . .	Alfred
Hayes, Winifred Alice . . . . .	Guysville
Heskett, Harrison Allison . . . . .	Bethesda
Hewitt, Besse May . . . . .	New Marshfield
Holzhauser, Emma Louise . . . . .	Berlin Heights
Humphrey, Iva May . . . . .	Waterford
Hurd, Bertha Opal . . . . .	Laings
Lanning, Pearl . . . . .	Rutland
Mikesell, Ray Everett . . . . .	Black Run
Moore, Enned May . . . . .	Cumberland
Person, Everett . . . . .	Long Bottom
Power, Daisy Amanda . . . . .	Waterford
Roach, Juliet Stewart . . . . .	Athens
Romine, Glen Mutchler . . . . .	Athens
Sanderson, Albert . . . . .	West Austintown
Strode, Hazel Dean . . . . .	Chesterhill
Tom, Robert Bruce . . . . .	New Concord
Trimmer, Loutella . . . . .	Lancaster
Weber, Maude Antoinette . . . . .	Dexter City
Willerton, Nettie Elizabeth . . . . .	Bellaire
Woodyard, Helen Emily . . . . .	Coolville
Workman, Minnie Olive . . . . .	Armstrong's Mills

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#### FOURTH YEAR IN ELEMENTARY EDUCATION

Beshore, Dora Alice . . . . .	Mingo Junction
Brandt, Chauncey Qnay . . . . .	Kilgore
Brown, Carl Monroe . . . . .	Bremen
Brown, Mabel Lucile . . . . .	Agosta
Burns, Warren Lelion . . . . .	Belmont
Burt, William Everett . . . . .	New Marshfield
Caldwell, Frances . . . . .	Coolville
Caldwell, Paull Holtz . . . . .	Alledonia
Calvin, Margaret Belle . . . . .	Hamden
Cline, Wallace McKinley . . . . .	Wilkesville
Couture, Nettie Florenc . . . . .	Haskins
Deming, Edith May . . . . .	Atwater
Dye, Frank Argyle . . . . .	Zanesville
Eby, Mary Floy . . . . .	Ashland
Fishel, Florence Pearl . . . . .	Pleasant City
Griffin, Leah . . . . .	Coolville
Grover, Faye . . . . .	Pine Grove
Grover, Raymond Lewis . . . . .	Bidwell

Growden, Clarence Holmes.....	Chillicothe
Guthery, Annie Marie.....	La Rue
Guthery, Gladys Norma.....	Delaware
Hanson, Jennie Rosalyne.....	Bellevue
Harper, Walter Jean.....	Monday
Hemphill, Roberta May.....	Copley
Hewitt, Milo Ephraim.....	New Marshfield
Jackson, Frederick Augustus.....	Woodsfield
Kenyon, Johnson Darby.....	Wauseon
Knoll, Zella Elizabeth.....	Alliance
Leath, Mabel Benita.....	Harris Station
Lewis, Lu Bernice.....	Rushville
McCleery, Walter Scott.....	Lancaster
McCurdy, Jessie L.....	Dresden
McIntyre, Beatrice Perdue.....	Bristolville
McIntyre, Dorthula Jeannette.....	Bristolville
May, Ella Lucie.....	Athens
Metham, Edith.....	Nellie
Park, Mary Edith .. .	Warren
Potts, Carl Grady.....	Athens
Potts, Pearl Lucile.....	Amesville
Price, John Henry.....	Athens
Pugh, Ira Rose.....	Armstrong's Mills
Redding, Anna Lou.....	Hammondsville
Ricketts, Dean Leslie .. .	Washington C. H.
Robinson, Rex Harmon.....	Albany
Russell, Marry Louella .. .	Sarahsville
Selby, Carrie Rowena .. .	Vincent
Smith, Eva Marie .. .	Athens
Strouse, Ruth Blanche .. .	Laurelvile
Trimble, Harry Bane.....	Jacobsburg
Ulrich, Cordelia Adeline.....	Port Washington
Ward, Flora Sarepta .. .	Williamsfield
Ward, Mary.....	Athens
Winegardner, Stanley Turner.....	Harrod

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**FRESHMEN**

Aber, Irene Virginia.....	Toronto
Andrews, Mary Chase.....	McConnelsville
Armstrong, Ruth .. .	Logan
Baker, Alpha Mae.....	Amherst
Baker, Esther Viola.....	Amherst
Baker, Lillian Virginia.....	Amherst
Baldwin, Harley Eugene.....	Cortland
Barker, Robert Ralph.....	Athens
Bassler, Cleon John.....	Lima
Bean, Ronald Lyle.....	Athens
Brickles, Lucy Inez.....	Nelsonville

Brison, Maud Lauretta.....	West Gore, N. S.
Brown, Roland Stemen .....	Bremen
Browning, Nina Mae.....	Steubenville
Buell, Charles Townsend .....	Sugar Grove
Burns, Edna Primrose.....	McArthur
Busic, William Hezekiah.....	Mt. Sterling
Buxton, Bertha Edith.....	Athens
Chamberlain, Willard Jason.....	Milledgeville
Chase, Mae Weltha.....	Mingo Junction
Cherrington, Homer Vergil.....	New Straitsville
Christman, Mary Edith .....	Coalton
Chute, Berenice Fauney.....	Jacksonville
Clark, Leona Elizabeth .....	Chicago
Cochran, Fannie Helena.....	Dresden
Coil, Alfreda.....	Marietta
Cole, Bessie Martha.....	Jewett
Coleman, Helen Louise.....	Rainsboro
Connett, Elizabeth Brown.....	Athens
Cooley, Georgia Scott.....	Athens
Cornell, Elmo Clarence.....	Athens
Covert, Ruth Elizabeth.....	Syracuse
Cowden, Laura Jane.....	Gustavus
Cox, Sarah Anne.....	Chillicothe
Creighton, Omar Clark.....	New Holland
Cronacher, Henrietta Violet.....	Ironton
Crosser, Margaret Hogg.....	Salineville
Davis, Kathryn Grace.....	Youngstown
Dickson, Amy Agnes.....	Bartlett
Dilger, Eva Beryl.....	Carroll
Dilts, Florence Bryson.....	Greenfield
Dilts, Mabel Cutler.....	Greenfield
Donaldson, Kathryn Ruth.....	Youngstown
Dowd, Olive Gertrude.....	McArthur
Duckwall, Grace.....	Hillsboro
Eaton, Rena.....	New Vienna
Eckelberry, Roscoe Huhn.....	McArthur
Eddy, Mildred Arline.....	Athens
Elliott, Lulu Faye.....	Pleasanton
Fishel, Waite Philip.....	Pleasant City
Fleming, Maud Alice.....	Geneva
Floyd, Clara Mae.....	Lancaster
Gaffner, Millie.....	Trenton, Ill.
Galehouse, Ethel May.....	Doylestown
Gillespie, Lelia Catherine.....	Lancaster
Ginnan, Mary Ellen.....	Athens
Goldsberry, Blaine Randolph.....	Athens
Graves, Sara Birdella.....	Alexandria
Gray, Arthur.....	Jackson
Grones, Dow Siegel.....	Athens

Gwynn, Kathleen.. . . . .	Delaware
Hall, Ruth Eleanor .. . . .	Pierpont
Halt, Louise Fredericka.....	Youngstown
Harbaugh, Gladys Eleanor.....	Hannibal
Harding, Helen Adair.....	Amherst
Hayes, Clara Genevieve.....	Athens
Herb, Margaret Grace.....	Steubenville
Herrold, Daisy Irene.....	Nelsonville
Hite, Ada Florence.....	Thornville
Hoover, Mary.....	Middlebranch
Horton, Eunice Adaline.....	Lockwood
Horton, Miunie Helena.....	Lockwood
Icenhour, Schuyler Clifford.....	Hemlock
Irwin, Margaret Mabel.....	Welchfield
Johnson, Alice Grace.....	Sharon Center
Kahnheimer, Flora Rachel ..	Cardington
Karr, Edna Juliet.....	Kinsman
Kennedy, Blanche.....	Hamden
Kinnison, James Edgar, Jr.....	Jackson
Kiser, Mary Arvesta .....	Piqua
Knecht, Fannie Evangeline.....	Lancaster
Kobs, Linda Eva.....	Vermilion
Krapps, Zelma Katherine.....	Athens
Lawlor, Eunice Marie .....	Youngstown
Lee, Ethel S.....	Dorset
Lee, Velma .....	Greenwich
Liddell, Mary Iras.....	Shiloh
Lindsay, Ida Alice.....	Gnadenhutten
Logan, Inez.....	Athens
McBee, Earl Edgar.....	Athens
McCague, Ada Brown.....	Norwalk
McDowell, Gladys Aileen.....	Columbus
McKinstry, Cassandra Bartlett ..	Athens
McReynolds, Wilbnn Reece.....	Columbns
Mardis, Myrtle.....	Columbus
Martin, Edna Blanche.....	Athens
Martin, Eva Belle .....	Athens
Martin, Maybelle Barbara.....	Tiffin
Mechlin, Russell Horace.....	Winchester
Merry, Susan Isabella.....	Caldwell
Miller, Fletcher McCoy.....	Athens
Miller, Helen Elizabeth.....	Mingo Junction
Miller, Ruth Lillian.....	Charles City, Iowa
Morris, Dorothy Catherine.....	Magraw
Morris, Edward Armstrong.....	Highland
Morrison, Henry Russell.....	Thornville
Nullane, Bessie.....	Youngstown
Nelson, Alice Gertrude.....	Bellaire
Nesbett, Mabel Allyne .....	Grafton

## OHIO UNIVERSITY

Nye, Charles Edward .....	Athens
O'Rourke, Sara.....	Warren
Osborne, Elva Faye.....	Huron
Peters, Edith McKnight.....	Mt. Gilead
Peters, Emma Ault.....	Toronto
Pickett, Helen Emma.....	Athens
Pine, Pauline Ethel.....	Washington C. H.
Plough, Edna May.....	Greenwich
Post, Harriet Grace.....	Washington C. H.
Putnam, Susan Mildred.....	Athens
Rang, Lavina Mary.....	Chicago
Ray, Viva Louise .....	Hamden
Reynolds, Lydia Emma.....	Martins Ferry
Richmond, William Howard.....	West Union
Riley, Walter Emmett .....	Nelsonville
Rissler, Fred Thomas.....	Lancaster
Romig, Ruth Lucille.....	Uhrichsville
Roome, Elizabeth.....	Sistersville, W. Va.
Rosado, Enrique Ortega.....	Mayaguez, P. R.
Rowe, Clara Forest.....	Portsmouth
Runkel, Martha Jane.....	Fort Recovery
Russell, Clara May.....	Shawnee
Schaefer, Emma Mae.....	Carroll
Schofield, Blanche Edith .....	Chesterhill
Scott, Nelle Rutledge.....	Athens
Seiler, Marion Seldon Stevens.....	Sprinkle's Mills, Pa.
Severe, Carrie .....	Vanatta
Severe, Jessie.....	Vanatta
Shafer, Samuel Sullivan.....	Athens
Shields, Lydia Brooks.....	Crooksville
Shuman, Mary Ethel .....	Pleasant Grove
Sigler, Adah Ellen.....	Cortland
Sprague, Edna McGrath.....	Athens
Stickney, Bertha Stewart.....	Athens
Stoneburner, Alberta Clarace.....	Nelsonville
Strausbaugh, Elsie May.....	Cadiz
Strong, Ola Adelaide .....	Berlin Center
Swan, Basha Edna.....	Middleport
Swartz, Dena Ada .....	McArthur
Thomas, Gladys Ione.....	Chesterhill
Thomas, Mabel Marvel .....	Chesterhill
Valentine, Mary Winifred.....	Lancaster
Van Scyoc, Le Vaughn Grace.....	Williamsfield
Van Valey, Gladys Lucile .....	Athens
Varner, May.....	Black Run
Vincent, Elsie Vere .....	Vau Wert
Voigt, Tillie Margaret.....	Holgate
Wade, Ilda Marie.....	Cleveland
Wagner, George Everett .....	Sugar Grove

Walker, Jessie Murray .....	Zauesville
Ward, Theron William .....	Athens
Wark, Margaret Esther .....	Warren
White, Alpheus Frank .....	Washington C. H.
Willerton, Mabel Arella .....	Bellaire
Willis, Helen Banhof .....	Canton
Wonders, Jessie May .....	Warren
Wyeth, Cleo Dee .....	Johnstown
Young, Flossie Aletha .....	Athens

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### SOPHOMORES

Adams, Ella Jean .....	Highland
Alexander, Rosanna Blanche .....	Haverhill
Armstrong, Lyman Walter .....	Bellville
Baker, Julia .....	Zanesville
Beatty, Annie Isabel .....	Youngstown
Beelman, Letha Elnora .....	Chicago
Blake, Mary Rebecca .....	Nelsonville
Blumenthal, William Raphael .....	Cleveland
Boelzner, Lena Ellen .....	Athens
Brackin, Marian Blanche .....	Kinsman
Burns, Loretta Virginia .....	Cleveland
Burriess, Mary Esther .....	Mt. Pleasant
Buswell, Nellie .....	Elyria
Cheadle, Georgia .....	Chillicothe
Cline, Elizabeth Faye .....	Albany
Connors, Anna Alexis .....	Salem
Cooperrider, Charles Knesal .....	Brownsville
Copeland, Anna Charlotte .....	Athens
Corbett, Amma Rose .....	Hudson
Dougan, Stanley .....	Chesterhill
Dover, Kate .....	McConnelsville
Dowd, Jennie Frances .....	McArthur
Dunstan, Flavia Adelaide .....	Granville
Dustheimer, Oscar Lee .....	Thornville
Dutnell, Isaheilla Louise .....	North Ridgeville
Eldridge, Anna Elizabeth .....	Cutler
Figley, Alice Evelyn .....	Chillicothe
Finney, Florence Georgiana .....	McArthur
Flohr, Mabel Catherine .....	Newton Falls
Foley, Louis Haynes .....	Zanesville
Friedel, Elmer Kirk .....	Medina
Gee, Florence Elizabeth .....	Kinsman
Gill, Myrtle Eulala .....	Youngstown
Griesheimer, Essie Maud .....	Chillicothe
Grimes, John Odus .....	Cumberland
Grove, Elizabeth .....	Highland
Hardin, Carrie Ellen .....	Dennison

Hemphill, Winona.....	Copley
Henry, Virgene Woodworth.....	Athens
Hutchins, Florence Estelle.....	Nelsonville
Junod, Carrie Clester.....	Athens
Kelley, Fred Foster.....	Athens
Katzenbach, Iva Lorea .....	Nelsonville
Kelley, Lu Verne.....	St. Mary's
King, Edward Riley.....	Creola
Kochheiser, Freda Hazel.....	Bellville
Lantz, Dena Merle.....	McArthur
Lawrence, Majel.....	Coolville
Long, Louis John.....	Urbana
Lowry, Rena Ruth.....	Zanesville
Lumley, Ethel. ....	Rootstown
McCombs, Mamie.....	Youngstown
McDonald, Flora Vista.....	McConnelsville
McDougall, Gilbert Woodworth.....	Athens
McFarland, Anna Campbell.....	Warren
McGinnis, Tirzah.....	Zanesville
McKee, Helen Josephine.....	Caldwell
McMillan, Mary Edith.....	Youngstown
McNaughton, James Edgar.....	South Webster
Micklethwaite, Louise.....	Portsmouth
Miller, Lewis Harrison.....	Millwood, W. Va.
Moore, Margaret Elizabeth.....	Martins Ferry
Morris, Hattie Ellen .....	Carroll
Morris, Margaret Martina.....	Magrew
Nier, Norma Martha.....	Sandusky
O'Connor, Delia.....	Alice
Ostermayer, Matilda.....	Canton
Parker, Leone.....	Sandusky
Parks, Sarah Isabelle.....	Cadiz
Pelley, Lura.....	Mingo Junction
Pelton, Mary Eleanor.....	Medina
Polk, Julia Mooreman.....	New Vienna
Preston, Fred Dix.....	Athens
Prine, Maud Harriet.....	Ashtabula
Rambo, Florence Marie.....	Zanesville
Reid, Alice Averre.....	Martins Ferry
Reynolds, Claire Lucile.....	Oberlin
Riley, Dwight Albin.....	Athens
Ringwald, Pearl Marie .....	Chillicothe
Robinson, Ward William.....	Bellville
Rogers, Ruth Estella .....	Amherst
Schmalzle, Frieda Marguerite.....	Twinsburg
Shira, Katherine Loos.....	La Rue
Shupe, Nellie Gertrude.....	Kingston
Skinner, Charles Edward .....	Newark
Smith, Roy Wilfred.....	Stewart

Squier, Ermine Inez.....	Youngstown
Stevenson, Anna Faye.....	Laneaster
Stoll, Norma Anna.....	Sandusky
Stowe, Reba E.....	Highland
Taylor, Arthur Hamilton .....	McArthur
Taylor, Esther Marcella.....	McArthur
Taylor, Eunice Loa.....	McArthur
Taylor, Zera Gibson.....	Petrolia, Pa.
Terrell, Lillian Esther.....	New Vienna
Wagner, Mary Emma.....	Dennison
Wagoner, Bertha Adelle.....	Cutler
Webber, Robert Grover.....	Sistersville, W. Va.
White, James Henry.....	Chandlersville
Wiley, Nathaniel .....	Kimball, W. Va.
Williams, Freda.....	Athens
Wilson, Harry Reynolds.....	New Martinsville, W. Va.
Woleott, Marion .....	Greenwich
Woodruff, Myrtle .....	North Fairfield
Yaeger, Harry Thomas.....	New Lexington
Young, Harry Curtis..	Millersburg
Zieger, Mary Althea.....	New Middletown

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**JUNIORS**

Adams, Clara Angeline.....	Utica
Artherholt, Floy Frances.....	Garrettsville
Bartlett, Gertrude.....	Sonora
Beckley, Harry Clyde.....	McArthur
Bowles, Hal Chalfan.....	Dexter
Boyles, Ethel Vida.....	North Lewisburg
Braden, Alma Doris.....	Knightstown, Ind.
Case, John Gail.....	Croton
Cline, Edna Blanche Clara.....	Albany
Copeland, Edna Florence.....	Athens
Cranmer, Lucy Aretha.....	Athens
Crisenberry, Virginia May.....	Cardington
Dye, Marian Rebecca .....	Hamden
Edwards, Mary Ethel.....	Syracuse
Evans, Mary.....	Athens
Fawcett, Marshall Lee .....	Rushsylvania
Flesher, Orion Herbert.....	Middleport
Fry, Lester Ray .....	Mogadore
Fulwider, William Elbert.....	Athens
Haneher, Louise Eleanor.....	Athens
Hanna, Mary Isabel.....	Kilgore
Hawk, Bessie Alice.....	Newcomerstown
Henry, John Martin.....	Junction City
Jones, Mostyn Lloyd.....	Athens
Ludlow, Doris.....	Piqua

McGuire, Zoa.....	Marion
Matheny, Clarence Albert.....	The Plains
Merritt, Kathleen Wood.....	Bartow, Fla.
Micklethwaite, Gilbert Richard.....	Portsmouth
Miesse, Florence Marguerite.....	Chillicothe
Moody, Vittoria.....	Bartlett
Morton, Robert Lee .....	Brownsville
Pake, Edward Howe.....	Bainbridge
Plummer, Florene.....	Williamsport
Reed, Hazel Baker.....	Uhrichsville
Rickets, Carrie Edith.....	Sugar Grove
Roach, Louise Putnam.....	Athens
Root, Alexander.....	Frost
Shadduck, Edith Leanna.....	Vermilion
Shively, Harold Hastings.....	McArthur
Spohn, Burrell Blakeney.....	Athens
Stage, William Addison.....	Lancaster
Tidd, Harland Owen.....	Williamsfield
Todd, Hazel Estella.....	Warren
Wenrick, Key Elizabeth .....	Canton
West, Flora Kathleen.....	Bainbridge
Winn, Mabel Elizabeth .....	Rutland
Wolfe, Blanche Philene .....	Athens
Young, Herman H.....	Mogadore
Zimand, Elizabeth Sara.....	Brooklyn, N. Y.

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**SENIORS**

Andrews, Adda May.....	Glonster
Atkinson, Zillah Fern.....	Zanesville
Ayers, Etta Cornelia.....	Gambier
Cable, Will Ransom.....	Athens
Carpenter, Franklin Clyde .....	Athens
Comstock, Joseph Hooker.....	Athens
Duga, Nettie Sara.....	Bellaire
Dunlap, Howard Leroy.....	Flushing
Dunlap, Oscar Ellsworth.....	Flinshing
Elson, Delma Viola.....	Athens
Erf, George Arthnr.....	Monroeville
Evans, Amy Cole.....	Portsmouth
Gibson, Bessie Irene.....	Amesville
Goldsworthy, John .....	Glouster
Gorslene, Bessie Mabel.....	Athens
Hickox, John Gilmore.....	Novelty
Howell, Mabel Roxy.....	McArthur
Hughes, Milton De La Haye.....	Monroeville
Jefferis, Eulalia.....	Wilmington
Jones, Anna Lanra.....	Portsmouth
Knight, Charles Kelly.....	Athens

Lyngenberg, Fred Charles.....	Beverly
McCormick, Edith McMinn.....	Youngstown
McLean, Mary Elizabeth.....	East Liverpool
Mello, de, Jose Carlos.....	Para, Brazil, S. A.
Merrin, Anna Gladys.....	Mt. Vernon
Morris, Leota Blanche.....	Harrisville
Morris, Mary Jane.....	Magrew
Murphy, Elizabeth Anne.....	Carlton
Myers, Jay Arthur.....	Athens
Nixon, Ernest Leland .....	New Plymouth
Norris, George Newton.....	Stewart
O'Connor, Gertrude.....	Stewart
Ogan, Louise.....	McArthur
Patterson, Anna Gail.....	Shadyside
Pownall, Horton Calahan.....	Pomeroy
Price, Marie Louise.....	Athens
Richards, John Conrad.....	Carrollton
Richards, John Roy, A. B.....	Zanesville
Ridenour, Harry Lee.....	New Lexington
Rigby, Hazel Elizabeth.....	East Liverpool
Starkey, Edith Bell .....	New Lexington
Sutherland, Marguerite Gow Henderson.....	Warren
Van Dyke, Stella May.....	Athens
Van Meter, Mella.....	Marion
Walls, Callie King .....	Athens

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## POST GRADUATES

(Candidates for B. S. in Education and M. S. in Education)

Andrew, Lou Edna, A. B.....	Cincinnati
Bean, Cecil Calvert, Ph. B.....	Athens
Bailey, Cora Ethelyn, B. Ped.....	Lilly Chapel
Cherrington, Frederick William, A. B.....	Chillicothe
Corbett, John, A. B.....	Youngstown
Cosler, Marie Shank, A. B.....	Dayton
Hickman, Mildred Madeline, A. B.....	Nelsonville
Jefferis, Eulalia, A. B.....	Wilmington
Jones, Evan Johnson Jr. Ph. B.....	Athens
Kaler, Mary Engle, Ph. B.....	Athens
Landsittel, Frederick Conrad, B. Ped.....	Atbeus
Le Roy, Verne Emery, A. B.....	Athens
Oldt, Joel Calvin, A. B.....	Euclid
Palmer, Edith, Ph. B.....	Athens
Patterson, Lena Estelle, A. B.....	Athens
Rapp, Mary Agatha, B. S.....	Sabina
Richardson, Edward Riley, A. B.....	Woodstown, N. J.
Richards, John Roy, A. B.....	Zanesville

Sherman, Alice Louise, A. B.	Wilmington
Skinner, Beverly Oden, Ph. B.	Athens

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**CLASS OF 1911**

Andrews, Adda May	Gloster
Barnes, Bernice Barnes	Bowerston
Bingman, Carl Wilson	Latrohe
Bishop, Homer Guy	Athens
Blackstone, Alva E.	Cumberland
Boelzner, Wilhelmina Rosina	Athens
Crouacher, Edith Lillian	Ironton
Dickerson, Harlan Jewett	Newark
Elson, Delma Viola	Athens
Erf, George Arthur	Pickerington
Flegal, Edna Elizabeth	Zanesville
Flegal, Margaret Catherine	Zanesville
Howell, Mabel Roxy	McArthur
Jacobs, Arlington Brazil Cole	Lexington
Jones, Fredia Finsterwald	Athens
Junod, Grace Marie	Athens
Landsittel, Frederick Conrad	Athens
Miller, Harry Percy	Long Beach, Calif.
Miller, Orlie Glen	Athens
Mitchell, Eva Louise	Pt. Pleasant, W. Va.
Oldt, Joel Calvin	Euclid
Pond, Walter Allen	Athens
Putnam, Virgene	Athens
Rapp, Mary Agatha	Sabina
Richardson, Edward Riley	Woodstown, N. J.
Russell, John Edgar	South Burgettstown, Pa.
Sauenbacher, Elizabeth	Piqua
Soule, Mary Minnie	Wilkesville
Taylor, Barnett Wining	Hendrysburg
Wilkes, Ernest Constantine	Athens
Wood, Leland Samuel	Andover

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**NORMAL COLLEGE GRADUATES, 1910.****DIPLOMA WITH DEGREE OF B. PED.**

Bean, Cecil Calvert	Athens
Bingman, Carl Wilson	Frost
Cherrington, Frederick William	Chillicothe
Cromer, Paul Eli	Springfield
Jacobs, Arlington Brazil Cole	Lexington
Kaler, Mary Engle	Athens
Landsittel, Frederick Conrad	Athens
Miller, Harry Percy	Long Beach, Calif.

Oldt, Joel Calvin.....	Euclid
Ptnam, Virgene.....	Athens
Rapp, Mary Agatha.....	Sabina
Richardson, Edward Riley.....	Woodstown, N. J.
Sanzenbacher, Elizabeth.....	Piqua
Sherman, Alice Louise.....	Wilmington
Soule, Mary Minnie.....	Wilkesville

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**M. PED.**

Corbett, John.....	Athens
Dixou, Asher Hooper.....	Tekamah, Nebr.

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**DIPLOMA IN ELEMENTARY EDUCATION**

Artherholt, Floy Frances.....	Garrettsville
Beelman, Letha Elnora.....	Chicago
Chnte, Berenice Fauney.....	Jacksonville
Davis, Margaret Anne.....	Clay
Dutnell, Isabella Louisa.....	North Ridgeville
Eldridge, Anna Elizabeth.....	Cutler
Flohr, Mabel.....	Newton Falls
Higgins, Annette A. A.....	Athens
McCombs, Mamie.....	Youngstown
McFarland, Anna Campbell.....	Warren
Nier, Norma Martha.....	Sandusky
Parker, Leone.....	Huron
Patterson, Anna Gail.....	Shadyside
Ringwald, Pearl Marie.....	Chillicothe
Severe, Jessie.....	Vanatta
Starkey, Edith Belle.....	Coshocton
Stoll, Norma Anna.....	Sandusky
Stowe, Reba E.....	Highland
Taylor, Eunice Loa.....	McArthur
Wagoner, Bertha Adelle.....	Cutler
Williams, Winifred Lelia.....	Athens

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**DIPLOMA IN KINDERGARTEN EDUCATION**

Dover, Kate.....	McConnelsville
Gaffner, Millie.....	Trenton, Ill.
Morris, Hattie Ellen.....	Carroll
Plummer, Florine.....	Williamsport
Prine, Mande Harriett.....	Ashtabula

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**DIPLOMA IN PUBLIC-SCHOOL DRAWING**

Duga, Nettie Sara.....	Bellaire
Roach, Lonise Putman.....	Athens
Sutherland, Marguerite Gow Henderson.....	Warren

Todd, Hazel Estelle.....	Warren
Starkey, Edith Belle.....	Coshocton

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### DIPLOMA IN PUBLIC-SCHOOL MUSIC

Boelzner, Wilhelmina Rosina.....	Athens
Ford, Katherine.....	Lima
Hayes, Clara Genevieve .....	Athens
McKee, Helen Josephine.....	Caldwell
O'Connor, Gertrude.....	Stewart
Saunders, A. Letha.....	Guysville
Stauffer, Cela Louise .....	Clarington

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### SPECIAL NORMAL

Bell, Brice .....	Jeffersonville
Bonawit, Bernice Luella.....	Rising Sun
Burleigh, Viola May.....	Athens
Burriss, Anna Maude.....	Mt. Pleasant
Cameron, Olive Lucile.....	Athens
Carson, Ora Estelle.....	Hammondsville
Chalfant, Maud.....	Athens
Clark, Elizabeth Edith.....	Hillsboro
Conkle, William Everett.....	Kelleys Island
Cooley, Ella.....	Athens
Devore, Ida Maxwell.....	Athens
Diehl, Ida Louedith .....	Hicksville
Dixon, James Floyd.....	Oak Hill
Druggan, Elizabeth.....	Athens
Ernest, Emma Louise.....	Vermilion
Falloon, Helen Worth.....	Athens
Ferrell, Clarence, William .....	Stonecreek
Finney, Florence Estelle.....	Logan
Finsterwald, Nelle.....	Athens
Fisher, Lemoyne Dennis.....	Harrisville
Foster, Elva Margaret.....	Houston, Ky.
Frost, Eva Della.....	Athens
Gillen, Roy John.....	Wellston
Goodrich, John Atherton .....	Lees Creek
Gravina, Floyd Emerson.....	Pomeroy
Guthery, Lois Mayme.....	La Rue
Hampton, Roxy May.....	Nelsonville
Hawk, Harry Elvin.....	New Marshfield
Haworth, Bertha Routh.....	New Vienna
Hollingshead, Nellie May.....	Luhrig
Hoover, Ethel Arnold.....	Athens
Johnston, Vevay Grace.....	Siloam, Ky.
Kern, Atta Brooks.....	Athens
Koonts, Lena Imogene .....	Athens

Koons, Nell Murael.....	Athens
Lively, Sara Joanna.....	Albany
Livingston, Lena.....	Paintersville
Mace, Lula Edna.....	Athens
Martin, Flora Louise.....	Athens
Mitchell, Bertram Alexander.....	Athens
Moore, Irvie Meechem.....	Byesville
Morris, Pearl Anna.....	Athens
Mowery, Etta Floy.....	Laurelville
O'Rourke, Hanna.....	Niles
Perry, Louise Rebecca.....	Nelsonville
Poole, Helen Irene.....	Atlanta, Ga.
Scott, Emma J.....	Spencer, W. Va.
Sellers, Theodore Fay.....	Somerset
Shupe, Blanche Vittoria.....	Kingston
Skinner, Esther Florence.....	Lancaster
Smith, Lulu Izora.....	Copley
Smith, Winifred Racinia.....	Pomeroy
Stanton, Flora May.....	New Marshfield
Stanton, Lucretia Agnes.....	Hamden
Stevens, Bertha May.....	Chillicothe
Stewart, Samuel Heber.....	Woodsfield
Stright, Robert Harold.....	New Marshfield
Switzer, Charles Carroll.....	Williamsfield
Thompson, Gladys May.....	Dunglen
Walker, Lillian May.....	Bruin, Pa.
Waltermire, Arthur Beecher.....	Findlay
Warner, Nora Teresa.....	Oreton
Wendt, Ruth Lois.....	Athens
Wilkes, Inez Grace.....	Chadbourne N. C.
Williams, Jennie.....	Steubenville
Winegardner, Stanley Turner.....	Harrod
Wyndham, Margaret.....	Tulsa, Okla.

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## SUMMARY

First Year in Elementary Education.....	20
Second Year in Elementary Education.....	51
Third Year in Elementary Education.....	38
Fourth Year in Elementary Education.....	53
Freshmen.....	167
Sophomores.....	107
Juniors.....	50
Seniors.....	46
Post-Graduates Studying for a Degree.....	20
Class of 1911.....	31
Degrees granted by Normal College in 1911.....	17
Graduates from Diploma Courses in 1911.....	38

Special Normal .....	67
Total.....	705
Names counted twice.....	62
Total Enrollment exclusive of Students Registered in the Summer School and in the Extension Classes.....	
	643

## ELECTRICAL ENGINEERING

### Second Year

Aehor, James Harvey .....	New Vienna
Brainerd, Arthur Alanson.....	Hartford, Conn.
Closure, John Henry.....	Junction City
Cook, Frank Elijah.....	Richmond, Ind.
Davis, David Albert .....	Oak Hill
Eakin, Charles Thornton.....	Negley
Elson, Harold Altair.....	Athens
Fent, Homer.....	Mendon
Flood, John William.....	Rushville
Glazier, Myron Selby.....	Amesville
Hoover, Ira Morrison.....	Ashville
Jasinsky, Dorca Lloyd .....	Rushsylvania
Kilbury, Levi Earl.....	West Jefferson
McAllister, Leslie Charles.....	Carbon Hill
Markey, Herbert.....	Dayton
Meredith, Irwin Cecil.....	Long Bottom
Miller, Ernest Carl .....	Lorain
Patterson, Jay Robert .....	Shiloh
Reinhold, Harry Edmont.....	New Philadelphia
Shields, Buren Riley.....	Crooksville
Stine, Wilmer Evert .....	Santoy
Stout, Orin Clark.....	Stoutsville
Tasaka, Hideji.....	Osaka, Japan
Taylor, Barnett Winning.....	Hendrysburg
Taylor, Zera Gibson.....	Petrolia, Pa.
Teeling, Rudy Bell.....	Millersburg
Utrup, August George .....	Glandorf
Welsh, John Douglas.....	Carpenter
Whipple, Howard Everett.....	Chesterland
Williams, Reese E.....	Glouster
Wilson, Harry Reynolds.....	New Martinsville, W. Va.

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### First Year

Anderson, Harold Way .....	Lancaster
Applegate, Elmer Ray.....	Antwerp
Armitage, Harry.....	Athens
Bailar, Charles Otto.....	Sidney

Baker, Ray Albert . . . . .	New Matamoras
Bunch, Charles Henry . . . . .	Ravenna
Bussiere, Antonio . . . . .	Rio de Janeiro, Brazil, S.A.
Cole, James David . . . . .	Jewett
Creesy, Clyde Kenneth . . . . .	Coolville
Dangherty, Omer Joseph . . . . .	New Lexington
De Kort, Morris Adrian . . . . .	Chagrin Falls
Dulaney, Frank Montraville . . . . .	Stockport
Ferreira, Agenor . . . . .	Parana, Brazil, S. A.
Finley, Earl . . . . .	Nelsonville
Furman, Alton Clio . . . . .	Sidney
Hartmann, John Christopher Lewis . . . . .	Lancaster
Hastiugs, Stanley Miller . . . . .	Zanesville
Helfrich, John Wert . . . . .	Carrollton
Householder, Russel Lehr . . . . .	Bremen
Johnson, Bernard David . . . . .	McConnellsburg
Johnson, Otis Crawford . . . . .	Trimble
Judy, Wilfred Sylvester . . . . .	Logan
Kerns, Paul Horsman . . . . .	Hillsboro
Knisley, Omar Ashton . . . . .	Bainbridge
Lanning, Pearl . . . . .	Rutland
Lynn, Arthur Dellert . . . . .	Portsmouth
Mc Kay, Fred Merrick . . . . .	Stewart
Maun, Karl Burr . . . . .	Clyde
Matson, Russell Elliott . . . . .	Athens
Mello, de, Jose Carlos . . . . .	Para, Brazil, S. A.
Montgomery, John Alvin . . . . .	Baltimore
Neves, das, Jose Galiano Fontes . . . . .	Rio de Janeiro, Brazil, S.A.
Paugh, Charles Thomas . . . . .	Coolville
Pickering, James Theodore . . . . .	Athens
Rolston, Emmett Reasoner . . . . .	Cheshire
Ross, Donald A. . . . .	Akron
Schaeffer, William G. . . . .	Amberst
Shattuck, Floyd Ellsworth . . . . .	Amherst
Smith, Sandy Alexander . . . . .	Athens
Stone, Sidney . . . . .	Columbus
Stout, Percy Ray . . . . .	Stoutsburg
Trimble, Harry Bane . . . . .	Jacobsburg
Tsui, Wellington Kom Tong . . . . .	Canton, China
Walker, Robert Herman . . . . .	New Marshfield
Warner, Leslie Elliott . . . . .	New Haven, Conn.
White, Clyde Lawrence . . . . .	Coolville
Winegardner, Stanley Turner . . . . .	Harrod

**CIVIL ENGINEERING****First Year**

Achor, James Harvey . . . . .	New Vienna
Clouse, John Henry . . . . .	Junction City

Cook, Frank E.	Richmond Ind.
Davis, Errett Altman	Gloster
DuBois, Herman Henry	Vigo
Dunnigan, John	Holgate
Eakin, Charles Thornton	Negley
Elson, Harold Altair	Athens
Endsley, Benjamin Lawrence	Lancaster
Fent, Homer	Mendon
Fiedler, Ferdinand Arthur	New Philadelphia
Flood, John William	Rushville
Gibson, Clyde Owen	Amesville
Glazier, Myron Selby	Amesville
Hoover, Ira Morrison	Ashville
Icenhour, Schuyler Clifford	Hemlock
Jasinsky, Dorea Lloyd	Rushsylvania
Jennings, Lewis Dale	West Cairo
Kilbury, Levi Earl	West Jefferson
Knisley, Omar Ashton	Bainbridge
Longley, Robert Kenneth	McConnelsville
Matthew, Harry Gardner	Lancaster
Meredith, Irwin Cecil	Long Bottom
Pownall, Horton Calahan	Pomeroy
Rosado, Enrique Ortega	Mayaguez, P. R.
Schaeffler, Leo	Athens
Smith, Sandy Alexander	Athens
Stine, Wilmer Evert	Santoy
Tasaka, Hideji	Osaka, Japan
Teeling, Rudy Bell	Millersburg
Utrup, August George	Glandorf
Welsh, John Douglas	Carpenter
Whipple, Howard Everett	Chesterland
Zenner, David Roe	Athens

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**CIVIL ENGINEERING****Second Year**

Baker, Ray Albert	New Matamoras
Boneysteele, Park Lowe	Bellaire
Donley, John Vanee	Cleveland
Fisher, Hugo Carl	New Bedford
Griner, Harry Garfield	Amanda
Hopkins, Homer Smith	Marengo
McDougall, Gilbert Woodworth	Athens
Ranlett, Foster Harold	Jersey City, N. J.
Reese, George Adam	Canton
Riley, Dwight Albin	Athens
Sherman, George Leslie	Athens
Strait, Noyce Worstell	Zanesville

Tom, Fred Lee.....	New Concord
Van Gundy, Clarence William.....	Chillicothe
Watson, Martin Wallace.....	Racine
Yoakem, Foster Mendenhall.....	Vigo
Yoakem, Thomas Douglas.....	Vigo

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## SCHOOL OF COMMERCE

### TWO-YEAR COLLEGIATE COMMERCIAL COURSE

Finished in 1911

Alkire, Abraham Ross .....	Mount Sterling
Blackstone, Alva E.....	Cumberland
Case, John Gail.....	Croton
Forsyth, Florance D.....	Monongahela, Pa.
Junod, Grace Marie.....	Athens
Palmer, John Alonzo.....	Athens
Tewksbury, Carl Logan.....	Blanchester
White, Alpheus Frank.....	Washington C. H.

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### TWO-YEAR COLLEGIATE COURSE FOR TEACHERS OF STENOGRAPHY AND TYPEWRITING

Finished

Bishop, Lenore Belle.....	Westerville
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### Second Collegiate Year

Bean, Edgar Ellsworth.....	Athens
Bethel, Raymond Culver.....	Plainview, Texas
Brookins, Allena Mae .....	Jackson
Carpenter, Franklin Clyde.....	Athens
Coovert, Edward Alexander.....	Eldorado
Dougan, Stanley.....	Chesterhill
Fawcett, Marshall Lee.....	Rushsylvania
Flesher, Orion Herbert.....	Middleport
Henry, John Martin .....	Junction City
Kelley, Fred Foster.....	Athens
King, John.....	Newark
McBee, Harry Brunker.....	Athens
Scott, Emma J.....	Spencer, W. Va.
Smith, Roy Wilfred.....	Stewart
Sutherland, David Lewis .....	Washington C. H.
Wheaton, Fred Shepper.....	Athens
Young, Fred M .....	Mount Sterling

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**First Year**

Bassler, Cleon John.....	Lima
Bean, Ronald Lyle.....	Athens
Blackford, Charles Alfred .....	Eldorado
Brown, Roland Stemen.....	Bremen
Burt, William Everett.....	† New Marshfield
Caldwell, Paull Holtz.....	Alledonia
Calvert, Freda Fern .....	Athens
Cline, Wallace McKinley.....	Wilkesville
Cornell, Elmo Clarence.....	Athens
Couture, Nettie Florene.....	Haskins
Elliott, Lulu Faye.....	Pleasanton
Fulton, Norman E.....	Shade
Galbreath, Gerald Henry.....	Mount Sterling
Graham, Myrtle Lillian .....	Athens
Gray, Arthur.....	Jackson
Grones, Dow Seigel.....	Athens
Grover, Raymond Lewis.....	Bidwell
Hawk, Harry Elvin.....	New Marshfield
Hewitt, Milo Ephraim.....	New Marshfield
Jackson, Erle Cooley..	Nelsonville
Martin, Charles Harland.....	Athens
Mattieks, Ray Edward.....	Newark
Pickett, Helen Emma.....	Athens
Richmond, William Howard.....	West Union
Riley, James Perry.....	Gnysville
Schettler, Pauline Henrietta.....	Wellston
Thompson, Gladys Mae.....	Dunglen
Wilson, Archer Lasley .....	Jackson
Yauger, Harry Thomas .....	New Lexington

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**SPECIAL COURSE COMPLETED IN 1911**

Bean, Edgar Ellsworth (Accounting).....	Athens
Bethel, Raymond Culver (Accounting)....	Plainview, Texas
Boghosian, Leon Hovsep (Stenog. and Type- writing) .....	Teheran, Persia
Broomhall, Charles James (Accounting).....	Zanesville
Burt, William Everett (Accounting).....	New Marshfield
Cable, Julia Luella (Accounting).....	Athens
Carpenter, Franklin Clyde (Accounting)....	Athens
Carr, George E. (Accounting).....	Stockport
Cox, Ellis Van Hise (Stenography).....	Athens
Crisenberry, Minnie Ethel (Stenography) ..	Mt. Gilead
Dickson, John Bernard (Accounting).....	Athens
Drake, Maud Marian (Accounting and Stenog.)	Athens
Everhart, Bonnie Mae (Stenography)....	Athens
Fawcett, Marshall Lee (Accounting).....	Rushsylvania

Flesher, Orion Herbert (Accounting).....	Middleport
Galbreath, Gerald Henry (Accounting).....	Mount Sterling
Gross, Carl Lenox (Stenography).....	Athens
Hawk, Harry Elvin (Accounting).....	New Marshfield
Henry, John Martin (Accounting).....	Junction City
Hill, Mabel Christine (Stenography).....	Athens
Johnston, Vevay Grace (Stenography).....	Siloam, Ky.
Kelley, Fred Foster (Accounting).....	Athens
King, John (Accounting).....	Newark
Lash, Mayme Belle (Stenography).....	Athens
Lax, Margaret Naomi (Accounting and Stenography).....	Nelsonville
Reed, Paul Foster (Stenography).....	Urichsville
Ruston, Edith (Stenography).....	Athens
Schaeffler, Charles Harry (Stenography).....	Athens
Smith, Mary Vanetta (Stenography).....	Athens
Smith, Roy Wilfred (Accounting).....	Stewart
Sutherland, David Lewis (Accounting and Stenography).....	Washington C. H.
White, Alpheus Frank (Accounting).....	Washington C. H.
Young, Flossie Aletha (Stenography).....	Athens
Young, Nellie Vanetta (Stenography).....	Athens

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## REVIEW, SPECIAL, AND COURSE UNFINISHED

Achor, James Harvey.....	New Vienna
Antorietto, Josephine.....	Athens
Applegate, Elmer Ray.....	Antwerp
Bailey, Grace May.....	Saginaw, Mich.
Balis, Celia Louise.....	Athens
Bare, Leslie Thompson.....	Hannibal
Bash, Edwin Wallace.....	White Cottage
Beam, Floyd Guyton.....	Coolville
Beckler, Edith Blanche.....	Athens
Beckley, Harry Clyde.....	McArthur
Bentley, Harold Jackson.....	Athens
Biggins, Lenna Glendora .....	Canaanville
Boney Steele, Park Lowe .....	Bellaire
Brainerd, Arthur Alanson .....	Hartford, Conn.
Brodess, Orion.....	Bourneville
Bryson, Lucy Weethee.....	Athens
Bundy, William Sanford .....	Athens
Busche, Samuel Rufus.....	Woodsfield
Byrne, Eldon Emmett .....	Guysville
Cameron, Olive Gertrude .....	Athens
Chance, Clifford Wilmont Douglas..	Gambier
Clutter, Reno Miller.....	Athens
Collins, Francis Edmund.....	Athens

## OHIO UNIVERSITY

Counett, Raymond Wendell.....	Athens
Courtright, Leona Effie.....	Lancaster
Covert, Tobias Castor.....	Londonville
Cronacher, Henrietta Violet.....	Ironton
Davis, David Albert.....	Oak Hill
Davis, Lillian Taylor.....	Somerset
Davis, Ray Albert.....	Beaver
Donley, John Vance.....	Cleveland
Eddy, Mildred Arline.....	Athens
Edwards, Ruie Folsom.....	West Carlisle
Emery, Alexander.....	Murray
Eves, Edward Holt.....	Columbus
Fawcett, Dwight Ansley.....	Rushsylvania
Fent, Homer.....	Mendon
Finley, Earl.....	Nelsonville
Finnell, Clara B.....	Athens
Flood, John William.....	Rushville
Foley, Louis Haynes.....	Zanesville
Follrod, Wilson Walter.....	Alfred
Gates, Harold Taylor.....	Zanesville
Gavitt, Harry Anway.....	Fremont
Glazier, Myron Selby.....	Amesville
Gwynn, Kathleen.....	Delaware
Hansen, Adelene Elizabeth.....	Bellevue
Harper, Aileen Loretta.....	Keystone, W. Va.
Harper, Walter Jean.....	Monday
Hearn, Clara Elizabeth.....	Athens
Hewitt, Dasa Leota.....	New Marshfield
Hewitt, Grace Elizabeth.....	New Marshfield
Higgins, Charles Claunch.....	Athens
Hill, Mabel Christine.....	Athens
Hixon, Elizabeth Jeannette.....	Chauncey
Hixson, Emma Jane.....	Millfield
Hoover, Ira Morrison.....	Ashville
Hopkins, Homer Smith.....	Marengo
Hughes, Milton DeLa Haye.....	Monroeville
Hulbert, Harry Heiman.....	Guysville
Jones, Anna Matilda.....	Canton
Judy, Wilfred Sylvester.....	Logan
Kenney, Ralph Clinton.....	Athens
Kilbury, Levi Earl.....	West Jefferson
Kimball, Jessie W.....	Wellston
Lawless, Emma Clara.....	Bidwell
Lewis, Ralph Amos.....	Sabina
Ludwick, Audra Marie.....	Stewart
Lynn, Arthur Dellert.....	Portsmouth
McAllister, Leslie Charles.....	Carbon Hill
McDougall, Gilbert Woodworth.....	Athens
McKay, Fred Merrick.....	Stewart

McNeal, Florence E.	Waterford
McReynolds, Wilbur Reece	Columbus
Mansfield, Stanley	Athens
Markey, Herbert	Dayton
Martin, Eva Belle	Athens
Maxwell, Jessie Lee	Athens
Mello, de, Jose Carlos	Para, Brazil, S.A.
Meredith, Irwin Cecil	Long Bottom
Miller, Earle Augustus	Athens
Morris, Pearl Anna	Athens
Norris, George Newton	Stewart
Paden, Frank	Sardis
Palmer, Frank Harlan	Glenford
Parker, Sidney Lester	Athens
Parks, Hugh Whiteford	Cadiz
Parks, Ralph Waldo	Nelsonville
Patch, Eunice Fink	Bremen
Perry, Louise Rebeeca	Nelsonville
Pratt, James Elmer	Athens
Reese, George Adam	Canton
Reinhold, Harry Edmont	New Philadelphia
Robinson, Charles	Bidwell
Rowland, Raymond Rexford	Cntler
Rucker, Robert Elliott	Rappsburg
Sanzenbacher, Elizabeth	Piqua
Shattuck, Floyd Ellsworth	Amherst
Shields, Buren Riley	Crooksville
Smith, Mary Vanetta	Athens
Smith, Samuel Alexander	Athens
Stine, Wilmer Everett	Santoy
Tasaka, Hideji	Osaka, Japan
Taylor, Zera Gibson	Petrolia, Pa.
Teeling, Rudy Bell	Millersburg
Tewksbury, Merle Abbie	Athens
Tillery, Charles Boone	Loudon, Ky.
Titus, James Stephen	Middleport
Utrup, August George	Glandorf
Voigt, Eugene John	Holgate
Walsh, Ethel Xavier	Athens
Walsh, Mary Cecelia	Athens
Ward, Erwin John Boyd	Perrysburg
Warrener, Mary Estelle	Athens
Welsh, John Douglas	Carpenter
White, Robert Lee	Logan
Whiting, Eva Melissa	Gloster
Williams, Reese Edgar	Gloster
Wilson, Harry Reynolds	New Martinsville, W. Va.
Wilson, James Oaklan	Athens
Winter, George Wilson	Crooksville

Wood, Robert Simpson	.....	Athens
Young, Blanche Etta	.....	Jacksonville
Young, Flossie Aletha	.....	Athens

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## COLLEGE OF MUSIC

Adams, Clara Angeline	.....	Utica
Alderman, William Elijah	.....	Athens
Alexander, Rosanna Blanche	.....	Haverhill
Allan, Marian	.....	Athens
Allard, Florence Emaline	.....	Jackson
Arndt, Mary Hannah	.....	Indianapolis, Ind.
Atkinson, Gertrude Aldine	.....	Athens
Atkinson, Zillah Fern	.....	Zanesville
Bailey, Laura Belle	.....	Athens
Baker, Esther Viola	.....	Amherst
Baker, Julia	.....	Zanesville
Baker, Lillian Virginia	.....	Amherst
Barnes, Nora Esther	.....	Radcliff
Barton, Mary Hazel	.....	Rutland
Battin, Clyde Rayhonld	.....	Athens
Bean, Bailey F.	.....	Cadwallader
Bean, Mary Jane	.....	Nelsonville
Bethel, McKinley Slator	.....	Athens
Bethel, Raymond Culver	.....	Plainview, Texas
Bibbee, Mayme Hannah	.....	Athens
Biedel, Clara Fern	.....	Watertown
Boelzner, Lena Ellen	.....	Athens
Boelzner, Wilhelmina Rosina	.....	Athens
Bonawit, Vernice Luella	.....	Rising Sun
Bowser, Ida Elizabeth	.....	Columbus
Braden, Alma Doris	.....	Knightstown, Ind.
Brehman, Hazel Beatrice	.....	Bucyrus
Brickles, Flora Reheeca	.....	Athens
Brown, Worley Evert	.....	Glonster
Bryson, Lucy Weethee	.....	Athens
Buchanan, Edith Amanda	.....	Basil
Buchanan, James William	.....	Basil
Burleigh, Viola May	.....	Athens
Burrell, George Richard	.....	Freeport
Burriss, Mary Esther	.....	Mt. Pleasant
Burson, Ethel Frances	.....	Athens
Burson, Lucile Coe	.....	Shade
Bush, Gordon Kenner	.....	Athens
Butler, Miriam Morris	.....	Carrollton
Byington, Lavina	.....	Lakeside
Cameron, Arthur Edward	.....	Athens
Canny, Harry Floyd	.....	Athens

Carpenter, Edith Marie . . . . .	Athens
Carter, Memphis Tennessee . . . . .	Ennis, W. Va.
Caster, Lovina . . . . .	Carpenter
Chapman, Clarence Orton . . . . .	Dexter
Chappelear, Faith . . . . .	Athens
Cherrington, Homer Vergil . . . . .	New Straitsville
Christman, Mary Edith . . . . .	Coalton
Chubb, Catherine Downer . . . . .	Athens
Clark, Elizabeth Edith . . . . .	Hillsboro
Claypool, Garnet Louise . . . . .	Nelsonville
Cline, Edna Blanch Clare . . . . .	Albany
Cochran, Fannie Helena . . . . .	Dresden
Connett, Elizabeth Brown . . . . .	Athens
Connett, Raymond Wendell . . . . .	Athens
Cooperrider, Charles Knesal . . . . .	Brownsville
Copeland, Edna Florence . . . . .	Athens
Copeland, Nelle Elizabeth . . . . .	Athens
Copeland, William Franklin, Jr. . . . .	Athens
Corbett, Amma Rose . . . . .	Hudson
Cotter, Ruth Margaret . . . . .	Corning
Courtney, John Adrian . . . . .	Athens
Conrtright, Leona Effie . . . . .	Lancaster
Cox, Ray Valentine . . . . .	Proctorville
Cox, Sarah Anne . . . . .	Chillicothe
Cromley, Edythe Baker . . . . .	Athens
Crossen, Constance Znra . . . . .	Athens
Cuckler, Katherine Eunice . . . . .	Athens
Cunningham, Mabel Keturah . . . . .	Stebenville
Dailey, Margaret Foster . . . . .	Athens
Danford, Dorothy Adene . . . . .	Gloster
Danford, Montana . . . . .	Beallsville
Davidson, Ralph Edwin . . . . .	Athens
Davis, Chester Francis . . . . .	Gloster
Davis, John Richard . . . . .	Gloster
Davis, Lena Elizabeth . . . . .	Gloster
Davis, Lillian Taylor . . . . .	Somerset
Davis, Mabel Claire . . . . .	Gloster
Davis, Margaret Anne . . . . .	Clay
Davis, Ruth Myers . . . . .	Athens
Davis, Winifred Jane . . . . .	Oak Hill
Doak, Carroll David . . . . .	Seaman
Donaldson, Katherine Ruth . . . . .	Youngstown
Dowd, Olive Gertrude . . . . .	McArthur
Drury, Marie . . . . .	Gloster
Dunstan, Flavia Adelaide . . . . .	Granville
Duppstadt, Elsie Mary . . . . .	Somerset, Pa.
Dye, Frank Argyle . . . . .	Zanesville
Dye, Marian Rebecca . . . . .	Hamden
Ebert, Madge . . . . .	Circleville

Eby, Mary Floy.....	Ashland
Eckelberry, Roscoe Huhn.....	McArthur
Eddy, Mildred Arline.....	Athens
Edwards, Ruie Folsom.....	West Carlisle
Elhoff, Lena.....	Stockdale
Ernest, Emma Louise.....	Vermilion
Evans, Anna Lenore.....	Gloster
Falloon, Helen Worth.....	Athens
Farquhar, Winonia Josephine.....	Gambier
Farrar, Naola May.....	Charleston, W. Va.
Fenzel, Maude Lillian .....	Athens
Ferreira, Agenor.....	Parana, Brazil
Ferrell, Carl Kenneth.....	Zanesville
Figley, Alice Evelyn.....	Chillicothe
Finsterwald, Nelle.....	Athens
Fleming, Maud Alice.....	Geneva
Foltz, Iva Grace.....	North Baltimore
Ford, Katherine.....	Lima
Foster, Elva Margaret.....	Honston, Ky.
Foster, Frances.....	Athens
Foster, Ruth.....	Athens
Foutch, Lena Elizabeth.....	Athens
Frost, Eva Della.....	Athens
Gill, Myrtle Eulala.....	Youngstown
Gillilan, Lurene .....	Amesville
Goddard, Mary Eliza.....	Amesville
Goldsberry, Blaine Randolph.....	Athens
Goodrich, John Atherton.....	Lee's Creek
Griffin, Leah.....	Coolville
Griggs, Elma Australia.....	Junction City
Gross, Carl Lenox.....	Athens
Grover, Faye.....	Pine Grove
Guthery, Lois Mayme.....	La Rue
Haller, Carl Reynold.....	Cleveland
Harper, Ajleen Loretta.....	Keystone, W. Va.
Hartsock, Isabel Justina .....	Lancaster
Harvey, Donald Lee.....	Lancaster
Harwick, Cnrtis John.....	Athens
Hastings, Stanley Miller.....	Zanesville
Hayes, Clara Genevieve.....	Athens
Hayes, Winifred Alice.....	Guyssville
Henry, Alice Minerva.....	Athens
Hewitt, Grace Elizabeth.....	New Marshfield
Hibbard, George Morrison.....	Athens
Higgins, Hannah Louise.....	Athens
Higgins, Leight Monroe.....	Athens
Hodges, Gladys Florence.....	Mt. Sterling
Hoop, Laura Gertrude.....	Jackson
Horton, Minnie Helena.....	Lockwood

Hughes, Milton De La Haye.....	Monroeville
Hunt, Hazel Elizabeth.....	Somerset
Jacoby, Marvella Juanita.....	Canaanville
Johnson, Helen Turner.....	Kimball, W. Va.
Johnson, Laura Faye.....	Athens
Jones, Amanda Sophie.....	Buckingham, Va.
Jones, Mostyn Lloyd.....	Athens
Jones, Olwen Elizabeth.....	Athens
Kelley, Hattie Luella.....	Lima
Kelley, Mabel Louise.....	Newport News, Va
Koons, Lena Imogene.....	Athens
Koons, Nelle Muracl.....	Athens
Krapps, Hazel Leona.....	Athens
Krapps, Zelma Katherine.....	Athens
Kurtz, Frank Bartlett.....	Athens
Lantz, Dena Merle.....	McArthur
Lantz, Purle Frances.....	McArthur
Law, George Gun.....	Portland, Oregon
Lawlor, Eunice Marie.....	Youngstown
Lawrence, Lydia Grace.....	Guyssville
Leete, Constance Grosvenor.....	Athens
Leete, Louise Grosvenor.....	Athens
Lewis, Lu Berenice..	Rushville
Lindsay, Ida Alice.....	Gnadenhutten
Liston, Eugenia May.....	Portsmouth
Lively, Sarah Joanna.....	Albany
Logan, Elizabeth Merle .....	Athens
Lomax, Josephine Beatrice.....	Buckingham, Va
Loyd, Helen.....	Glouster
McBee, Edith Forrest.....	Athens
McCarthy, Carmen Valeska.....	Junction City
McDonald, Flora Vista.....	McConnelsville
McDowell, Gladys Aileen.....	Columbus
McKee, Helen Josephine.....	Caldwell
McKinstry, Cassandra Bartlett.....	Athens
McLeod, Constance Trueman.....	Wyoming
McNeal, Florence E.....	Waterford
McVay, Charles Don.....	Athens
Mallett, Jennie.....	Summerfield
Mann, Samuel David.....	Athens
Mardis, Myrtle.....	Columbus
Marshall, Iva Gladeen.....	Coshocton
Martin, Edna Blanche.....	Athens
Martin, Peter Elwyn.....	Athens
Mello, de, Jose Carlos.....	Para, Brazil
Merritt, Kathleen Wood.....	Bartow, Fla
Merry, Susan Isabella.....	Caldwell
Merwin, Addie Tullis.....	Athens
Merwin, Margaret Blanche.....	Athens

Michener, Effie .....	Chesterhill
Micklethwaite, Louise .....	Portsmouth
Miesse, Florence Marguerite.....	Chillicothe
Millikan, Agnes Dyson Beck.....	Athens
Mills, Helen Mildred Josephine.....	Athens
Mitchell, Enid Geraldine.....	New Matamoras
Mitchell, Eva Louise.....	Pt. Pleasant, W. Va
Moore, Frederick Darrell.....	Athens
Moore, Margaret Elizabeth.....	Martins Ferry
Morgan, Mamie Clara.....	Clarksburg
Morris, Edward Armstrong .....	Highland
Morris, Mary Elizabeth.....	Youngstown
Morrison, Ora Irene.....	Athens
Morse, Goldie Anne.....	Albany
Morton, Robert Lee.....	Brownsville
Morton, Rosa Creta.....	Jacksonville
Morton, Sarah Margaret .....	Brownsville
Mowrey, Etta Floy .....	Laurelville
Myers, Faith Lavonne .....	Athens
Nelson, Leta May .....	Nelsonville
Nelson, Margaret Lncile .....	Nelsonville
Norris, Margaret Prose .....	Athens
Nye, Bessie.....	Channeey
O'Rourke, Hannah.....	Niles
O'Rourke, Sarah .....	Warren
Ogle, Harley Clarence .....	Dexter City
Owen, Jessie Palmer.....	Federal
Pake, Edward Howe .....	Bainbridge
Palmer, Edith .....	Athens
Parker, Edna Lucile .....	Athens
Parker, May Margaret.....	Athens
Parks, Ralph Waldo .....	Nelsonville
Parks, Sarah Isabel .....	Cadiz
Peoples, Mary Foster.....	Athens
Peters, Edith McKnight .....	Mt. Gilead
Phillips, Alice Alderman .....	Athens
Phillips, Eleanor Primrose .....	Athens
Pickering, Anna Katherine .....	Athens
Pickering, Grace Gertrnde .....	Athens
Pickett, Helen Emma .....	Athens
Poole, Helen Irene .....	Atlanta, Ga,
Portz, Adelle Alice .....	Stone Creek
Potts, Pearl Lucile .....	Amesville
Prine, Maud Harriet.....	Ashtabula
Pritchard, Margaret Gillan .....	North Baltimore
Radelcliff, Ethel Omega .....	Athens
Ramsey, Carl Ellis .....	Athens
Ray, Viva Louisa .....	Hamden
Redding, Laura Lorinda .....	Athens

Reeder, Grace.....	Athens
Reuter, Fannie.....	Nelsonville
Richards, Jesta McDaniel.....	Athens
Richeson, Marian Cromwell .....	Athens
Ridenour, Clarence Ray.....	New Lexington
Ridenour, Harry Lee.....	New Lexington
Ringwald, Pearl Marie.....	Chillicothe
Roach, Edith Marie.....	Athens
Roberts, Sarah Ellen.....	Columbus
Robinson, Maude Jane.....	Institute, W. Va.
Robinson, Rex Harmon.....	Albany
Rogers, Ruth Estella.....	Amherst
Romig, Ruth Lucile.....	Uhrichsville
Rucker, Ethelinda .....	Rappshurg
Russell, John Edgar .....	South Burgettstown, Pa.
Sayre, Arthur Alan.....	Athens
Schaeffler, Charles Harry.....	Athens
Scott, Edith Beryl.....	Nelsonville
Secoy, Ina Leona.....	Athens
Shanton, Leora.....	Williamsport
Shira, Catherine Loos.....	La Rue
Shirkey, Della Miriam .....	Jacksonville
Shively, Harold Hastings.....	McArthur
Shupe, Blanche Vittoria.....	Kingston
Skinner, Ada Chalfant .....	Athens
Skinner, Esther Florence .....	Lancaster
Sigler, Adah Ellen.....	Cortland
Sines, Mabel Alice.....	Nelsonville
Slutz, Raymond Mahlon.....	Athens
Smith, Winifred Racinia .....	Pomeroy
Sprankel, Goldie Leyshon.....	New Straitsville
Stailey, Charles Elmo.....	Athens
Starr, Elma Vera.....	Athens
Stauffer, Cela Louise .....	Clarington
Stevenson, Anna Faye.....	Lancaster
Stewart, Mabel Emma.....	Canisteo, N. Y.
Strawn, Goldie May .....	Athens
Strode, Hazel Dean.....	Chesterhill
Suter, Stella Nettie .....	Hannibal
Taylor, Olive May.....	Athens
Thurlow, Genevieve Baker.....	Athens
Tom, Fred Lee .....	New Concord
Tong, Ka Chang .....	Canton, China
Troendly, Fannie Ruth.....	Stone Creek
Tyler, Loretta.....	Grove City
Ullom, Charlotte Devol .....	Athens
Van Valey, Gladys Lucile.....	Athens
Van Zandt, Hazel Marie.....	Rutland
Voegtly, Nelle Leona .....	Hannibal

Voigt, Tillie Margaret.....	Holgate
Wade, Ilda Marie.....	Cleveland
Walcott, Fannie.....	Gnadenhutten
Walker, Jessie Murray.....	Zanesville
Walker, Lillian May.....	Bruin, Pa.
Waltz, Kathryn Florence.....	Delta
Warner, Nora Teresa.....	Oreton
Warrener, Mary Estelle.....	Athens
Warrener, William J.....	Athens
Watts, Sallie Margaret .....	Bidwell
Webster, Frances Elizabeth.....	Canaanville
Weleh, Edwin Charles.....	Athens
Welch, Genevieve Cadwallader.....	Athens
Welday, Samuel Oliver.....	Bloomingdale
Wells, Harold Kerton.....	Athens
Welsh, Martha Lovina.....	Carpenter
Wendt, Ruth Lois.....	Athens
Wheaton, Hallie Elizabeth.....	Lancaster
White, Clyde Lawrence.....	Coolville
Whiting, Ena Melissa.....	Gloster
Wilkes, Inez Grace.....	Chadbourne, N. C.
Williams, Effie Maude .....	Sharpsburg
Williams, Winifred Lelia.....	Athens
Wilson, Florence Craig.....	Athens
Wilson, Mary Eleanor.....	Shade
Winter, George Wilson.....	Crooksville
Winters, Frances Alice.....	Athens
Wolfe, Forrest Eugenia.....	Nelsonville
Woodruff, Myrtle.....	North Fairfield
Woods, Olah Angell Hooper.....	Athens
Woodyard, Ethel Lady.....	Shade
Wyatt, Bessie Madge .....	Athens
Zenner, Philip McKnight.....	Athens
Zimand, Elizabeth Sara.....	Brooklyn, N. Y.

### SUMMER SCHOOL

Adams, Clara Angeline.....	Utica
Adams, Nancy Ruth.....	Hillsboro
Adrian, Howard.....	Sharpsburg
Alderman, William Elijah.....	Athens
Alexander, Rosanna Blanche.....	Haverhill
Allen, Alice Kemper.....	Cynthiana, Ky,
Allen, Anna Utah.....	Cynthiana, Ky.
Allen, Marion.....	Gloster
Anderson, Blanche Ethel.....	West Jefferson
Anderson, Lena.....	Newark
Antorietto, Dora Katherine.....	Athens
Apgar, Blanche Beatrice.....	Loveland

Armitage, Harriet Dean .....	Athens
Armstrong, Besse Luella.....	Uhrichsville
Armstrong, Lyman Arthur.....	Bellville
Arndt, Mary Hannah .....	Indianapolis, Ind.
Arnert, Dora Maude.....	New London
Arnold, Mabel Emeline.....	Lima
Arnold, Pearl Estep.....	Freeport
Artherholt, Floy Frances.....	Garrettsville
Asher, Ethel Marie.....	New Holland
Ault, Adda Hazel.....	Bridgeport
Ayers, Etta Cornelia.....	Gambier
Ayers, Helen Florence.....	Gambier
Bailes, Goldie Myrtle .....	Albany
Bailey, Grace Mae.....	Saginaw, Mich.
Baker, Daisy Dean.....	Cynthiana, Ky.
Balderson, Mary Emily.....	Amesville
Baldwin, Harley Eugene.....	Cortland
Balis, Celia Louise.....	Athens
Balsiger, Russell Sage .....	Stockdale
Barnes, Nora Esther .....	Radcliff
Barnett, Ella Frances.....	Cortland
Barnhart, Emily Marie.....	Center Belpre
Barnhill, Amy Gertrude.....	Gneysville
Barnhill, Lulu Anna .....	Guyssville
Barnhill, Walter Everett.....	Guyssville
Barrows, Blanche Agnes.....	Rockland
Barrows, Mary Frances.....	Rockland
Barth, Carl Morrison .....	Athens
Bartlett, Gertrude.....	Sonora
Bates, Ethel .....	Shawnee
Bates, Verna May.....	Fremont
Battrick, Helen Claire.....	Williamsfield
Bauer, Walter William .....	Portsmouth
Baughman, Vergil Guy .....	New Marshfield
Baumgartner, Minnie Melissa.....	Grove City
Bean, Bailey F .....	Cadwallader
Beavan, Mayme.....	New Straitsville
Becker, Lela Virginia.....	Cary, W. Va.,
Bedger, Minnie Caroline,.....	Hilliard
Beery, Ross Charles.....	Lancaster
Begland, Samuel.....	Gnadenhutten
Bell, Arl Mary.....	Athens
Bell, Brice.....	Jeffersonville
Bennett, Emma.....	Lilly Chapel
Bentley, Harold Jackson.....	Athens
Beshore, Dora Alice.....	Mingo Junetion
Bess, Jennie Belle.....	Brilliant
Bowser, Ida Elizabeth.....	Columbus
Bethel, McKinley .....	Athens

Bethel, Raymond Culver.....	Plainview, Texas
Biddle, Benjamin Harrison.....	Athens
Bingman, Carl Wilson.....	Frost
Birney, Etta Grace.....	Scio
Bishop, Paul Ester.....	Hartville
Blake, Eugene Thaleon .....	Sidney
Blosser, Frank Ray.....	Hicksville
Blumenthal, William Raphael.....	Cleveland
Bobbitt, Bertha Edith .....	Orbiston
Bobbitt, Ethel.....	Orbiston
Bolin, Eleanor.....	Athens
Bolton, Gladys Myrtle.....	Findlay
Bothe, Edith Helen.....	Steubenville
Bouts, John Edward.....	South Webster
Bouts, John Harry.....	South Webster
Bower, Allen McClellan.....	Coshocton
Bower, Hazel.....	Coshocton
Bowers, Florence May.....	Lancaster
Bowles, Hal Chalfan.....	Dexter
Brandehury, Helen Gertrude.....	Huntington, W. Va.
Brehman, Hazel Beatrice.....	Bucyrus
Brewer, Pearl Harvey.....	Upper Sandusky
Breyfogle, Myrtle Belle.....	Athens
Britton, Jesse Brown.....	Martinsville
Brohard, Edith Bronson .....	Coalton
Brooks, Elizabeth Scott.....	Lexington, Ky.
Brooks, Hilda.....	Corning
Brooks, Margaret.....	New Straitsville
Brown, Cora Estella.....	Brownsville
Brown, Myrtle Beatrice.....	Amesville
Brown, Rosetta Lucy.....	Salineville
Bruning, Clara Alvina.....	Westerville
Buch, Caroline Mary Ella.....	Massillon
Buchanan, David Lewis.....	Unionport
Buchanan, Edith Amanda.....	Basil
Buchanan, James William.....	Basil
Buchanan, Elizabeth Phoebe.....	Beallsville
Buell, Charles Townsend.....	Sugar Grove
Burch, William.....	Sidney
Burns, Edna Primrose.....	McArthur
Burns, Warren Lelion.....	Belmont
Burrell, Rebecca Coe .....	Croton
Burris, Lorena May.....	Mt. Pleasant
Burson, Ethel Frances.....	Shade
Burson, Lucile Coe.....	Shade
Burton, Otis Austin.....	Leesburg
Bush, Gordon Kenner.....	Athens
Busic, William Hezekiah.....	Mt. Sterling
Buswell, Nellie.....	Elyria

Buxton, Bertha Edith.....	Athens
Byrne, Irene.....	Shawnee
Cable, Julia Luella.....	Athens
Cable, William Ransom .....	Athens
Cagg, Miles Herbert.....	Nelsonville
Caldwell, Frances.....	Coolville
Call, Cecilia Margaret.....	Hemlock
Calvin, Margaret Belle.....	Hamden
Cameron, Albert F.....	Bourneville
Campbell, Annabelle .....	Athens
Campbell, Luna Anne.....	Belpre
Carpenter, Ada Vera.....	Lancaster
Carpenter, Franklin Clyde.....	Athens
Carroll, Esther.....	Martinsville
Carroll, Nellie Blye.....	East Springfield
Carter, Memphis Tennessee .....	Ennis, W. Va.
Cassidy, Della .....	Warren
Chambers, Mary Stier.....	Steubenville
Chan, Tingit Harry .....	Canton, China
Chance, Clifford Wilmont Douglas.....	Gambier
Chaney, Cora Mabel .....	Williamsburg
Chappell, Dalton Orrin.....	Shade
Cheadle, Georgia .....	Chillicothe
Cheeseman, William Carl .....	Slippery Rock, Pa.
Cherrington, Homer Vergil.....	New Straitsville
Chute, Arabella Barker .....	New Straitsville
Clark, Elizabeth Edith .....	Hillsboro
Clark, Julia Toomey.....	Steubenville
Clark, Laura Marie.....	Bradford
Clayton, Josie Vienna .....	Croton
Clement, Verna Pauline .....	Kenton
Cline, Edna Blanche Clare.....	Albany
Cline, Elizabeth Faye .....	Albany
Cline, Hazel.....	Albany
Cochran, Robert.....	Mt. Vernon
Coe, Mabel Mae.....	Albany
Coit, Elizabeth Rogers .....	North Fairfield
Collins, Anastasia Teresa.....	Athens
Collins, Jacob Roland.....	Athens
Colvin, Ione .....	Omega
Comstock, Joseph Hooker.....	Athens
Cook, Ruth Blair.....	Portsmouth
Cooke, Almira Frances.....	Leesburg
Cooney, Elva Ruth .....	Lancaster
Cooper, Gilbert Floyd.....	McConnelsville
Covert, Edward Alexander.....	Eldorado
Copeland, Lucile Ernestine.....	Stewart
Copeland, Thomas Harold.....	Athens
Copeland, Wm. Franklin Jr.....	Athens

Corlett, Lizzie Edna	Warrensville
Corner, Newell David	Swifts
Cosler, Marie Shank	Dayton
Cotner, Paul	Athens
Cotter, Ruth Margaret	Corning
Cotter, Violet Beatrice	Corning
Coulter, Lola	Sayre
Coulter, Zelma	Sayre
Coultrap, Manley Lawrence	McArthur
Cox, Ray Valentine	Proctorville
Cox, Stanley Donald	New Concord
Craft, Otis Raymond	Sarahsville
Cranmer, Lucy Aretha	Athens
Crawford, Lena Anna	Roxobel
Creamer, George Fulton	Bridgeport
Creighton, Omar Clark	Glenford
Criswell, Mary Elinor	Ripley
Crone, Mabel Edna	Oberlin
Crossen, Constance Zura	Athens
Crow, George H.	Harrisonville
Cuckler, Dicie Enita	Athens
Cullum, William Price	Athens
Cummins, Mary Elizabeth	Steubenville
Cunningham, Mabel Katurah	Steubenville
Curless, Minnie Daugherty	Blanchester
Curtis, Grace	Amesville
Dailey, Margaret Foster	Athens
Dais, Katherine	Athens
Dallas, Cecil Maria	Bainbridge
Danford, Montana	Beallsville
Danford, William Averal	Fremont
Daniels, Rae	Toronto
Davidson, Bessie Arcada	Summerfield
Davidson, Edith Mae	Summerfield
Davies, William Walter Jr.	Delaware
Davis, Chester Francis	Gloster
Davis, Claude Vernet	Ringgold
Davis, Irene	Cortland
Davis, John Richard	Gloster
Davis, Laura Anna	Grove City
Davis, Lena Elizabeth	Gloster
Davis, Margaret Anne	Clay
Davis, Mary Winnie	Oak Hill
Davis, Nora	Oak Hill
Davis, Ray Albert	Beaver
Davis, Winifred Jane	Oak Hill
Deck, Louise Bertha	Newark
Deerwester, Eva Leona	Loveland
Dennewitz, Josina Frances	Chillicothe

OHIO UNIVERSITY

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Dewhirst, Clemmie Lillias.....	Huron
Dickson, Amy Agnes.....	Bartlett
Dickson, John Bernard .....	Athens
Dillinger, Herbert Franklin.....	Athens
Dixon, Florence Mary.....	Swifts
Dixon, James Floyd.....	Oak Hill
Dixon, John Herbert.....	Murray
Dixon, Ollie Anson.....	Piketon
Doll, Mary Inez.....	Lucasville
Doran, Olive Evangeline.....	Gahanna
Dornan, Edith.....	Marietta
Dougan, Stanley.....	Chesterhill
Drake, Jesse Sanford.....	Corning
Dreishach, Fern E.....	Findlay
Drummond, Jennie Mae .....	Oak Hill
Du Bois, Herman Henry.....	Vigo
Duckworth, Walter Scott.....	Cutler
Duga Nettie Sara.....	Bellaire
Dunkle, Wilson Scott.....	Circleville
Dunlap, Howard Leroy.....	Flushing
Dunlap, Oscar Ellsworth.....	Flushing
Dunn, Ruth Agnes.....	Brilliant
Dunstan, Flavia Adelaide .....	Granville
Dustheimer, Oscar Lee.....	Thornville
Dustin, Cecil Rome.....	Pioneer
Dye, Frank Argylle.....	Zanesville
Dyer, John Ruskin.....	Clarington
Eaton, Rena.....	New Vienna
Edgerton, Alice H.....	Chesterhill
Eldridge, Amy.....	Cutler
Ellington, Leona Irene.....	Waverly
Ellis, Goldie May.....	New Vienna
Elson, Delma Viola.....	Athens
Elson, Winfred Paul.....	Athens
England, Osie.....	Chillicothe
Evans, Anna Lenore.....	Glouster
Evans, Margaret Ellen.....	Portsmouth
Evans, Mary.....	Athens
Evans, Nellie .....	Granville
Everett, Bertine Evelyn.....	Athens
Everhart, Walter H.....	West Lafayette
Eves, Edward Holt.....	Columbus
Ewers, Mary Elizabeth.....	Belmont
Falloon, Helen Worth.....	Athens
Fankhauser, Edwin Thomas.....	Sardis
Farrar, Leonard Cecil.....	Charleston, W. Va.
Farrar, Naola May.....	Charleston, W. Va.
Fattig, Perry Wilbur.....	Athens
Feiock, Edward Clement .....	Lewisville

Fenner, Bessie Olive.....	Galloway
Ferguson, Edith Lizzie.....	Milan
Field, Emory Alexander.....	Middleport
Fierstos, Elizabeth Christine.....	Canton
Finnell, Clara H.....	Athens
Finsterwald, Edwin.....	Athens
Finsterwald, Russell Wehr.....	Athens
Fishel, Florence Beryl.....	Pleasant City
Fisbel, Waite Philip.....	Pleasant City
Fisher, Lamoyne Dennis.....	Harrisville
Fisher, Mary Etta.....	Payne
Fissel, Carrie J.....	New Carlisle
Flood, John William.....	Rushville
Floyd, Leafy Gretelle.....	South Perry
Foltz, Iva Grace.....	North Baltimore
Fox, Marie Helen.....	Smithfield
Frampton, Edgar Clark.....	Creola
Frazier, Helen.....	South Zanesville
French, Joanna Carrie.....	Jackson
Frost, Loah Lucile.....	Marietta
Frost, Eva Della.....	Athens
Fry, Mary Mabel.....	Fremont
Fulks, Ben Floyd.....	Dresden
Fulwider, William Elbert..	Athens
Funk, Agnes M.....	West Carlisle
Garber, Elizabeth Gertrude.....	Bellville
Gaskill, Pearley.....	Athens
Gates, Harold Taylor.....	Zanesville
Gavitt, Harry Anway.....	Fremont
Gerke, Anna Lorayne .....	Rayland
Gibbons, Freda Lenora.....	Philo
Gillette, Edna Elizabeth.....	Fremont
Giunian, Mary Ellen.....	Athens
Glass, Mary Adelia.....	Moxahala
Glenn, Hazel Mary.....	Gallipolis
Goddard, Charles Curtis .....	Cutler
Goddard, Fred Benoni.....	Cutler
Goldsberry, Blaine Randolph.....	Athens
Goldsworthy, John.....	Gloster
Goodrich, John Atherton.....	Lee's Creek
Gorslene, Bessie Mabel .....	Athens
Graham, Charlotte Marie.....	Newark
Graham, Lawrence.....	Dresden
Graham, Lou Eva .....	Reynoldsburg
Graham, Myrtle Lillian.....	Athens
Gramm, Alice Ethel .....	Jackson
Gray, Mabel Clare.....	Wilkesville
Gray, May Eleanor.....	Medina
Greathead, Elsie Selene.....	McConnellsburg, Pa.

Green, Dora Nell . . . . .	Logan
Greisheimer, Essie Maude . . . . .	Chillicothe
Griffith, Leona B. . . . .	Granville
Grimes, John Odus . . . . .	Cumberland
Grover, Elizabeth Genevieve . . . . .	Albany
Grubb, Don Dean . . . . .	Arcadia
Guthery, Gladys Norma . . . . .	Delaware
Hadley, Florence Elizabeth . . . . .	Wilmington
Hall, Ada Bearl . . . . .	Nova
Hall, Bessie May . . . . .	Lowell
Hall, Carrie Florence . . . . .	Lowell
Hall, Clara May . . . . .	Olena
Hall, Dale Clifford . . . . .	Great Bend
Hall, Jesse Charles . . . . .	Glouster
Hall, Linnie Letitia . . . . .	Athens
Hall, William Loring . . . . .	Athens
Hammack, Bessie Machlin . . . . .	Lancaster
Hammond, Carrie Thorne . . . . .	Milan
Hampson, Charles Marlowe . . . . .	Pleasantville
Hampton, Ada Augusta . . . . .	Lexington, Ky.
Hampton, Roxy May . . . . .	Nelsonville
Hancher, Louise Eleanor . . . . .	Athens
Handley, Cecil Worth . . . . .	Ironton
Hann, Mary Ethel . . . . .	Stockport
Hansen, Adelene Elizabeth . . . . .	Bellevue
Hansen, Jennie Rosalie . . . . .	Bellevue
Haptonstall, Eva Alma . . . . .	Middleport
Hardin, Edith Lucretia . . . . .	Gambier
Harkins, Florence Ellen . . . . .	Woodfield
Harper, Aileen Loretta . . . . .	Keystone, W. Va.
Harper, Carrie Bessie . . . . .	Wellston
Harper, Ethel . . . . .	Harper's Station
Harper, Lillie Inez . . . . .	Jackson
Hart, Denver Thomas . . . . .	Carey
Hart, Henry R. . . . .	Carey
Harvey, Donald Lee . . . . .	Lancaster
Hastings, Lucile Fuller . . . . .	Columbus
Hatfield, Susie Sophronia . . . . .	Croton
Hawk, Katherine Vernon . . . . .	Ripley
Hawk, Stella Maude . . . . .	Ripley
Heath, James Lewis . . . . .	Gillespieville
Hedges, Effie Harper . . . . .	Cadiz
Hemphill, Winona . . . . .	Copley
Henderson, Okey Carl . . . . .	Portland
Henderson, James Frederick . . . . .	Portland
Herb, Margaret Grace . . . . .	Steubenville
Herbst, Georgia Sinclair . . . . .	Steubenville
Herrold, Daisy Irene . . . . .	Nelsonville
Herrold, Rose Ella . . . . .	Nelsonville

## OHIO UNIVERSITY

Heskett, Harrison Allison.....	Bethesda
Hesse, Myrtle Lucile.....	Roseville
Hewetson, Minnie Elizabeth.....	Amanda
Hickox, Jay Gilmore.....	Novelty
Higgins, Clinton Orbin.....	Mt. Gilead
Higgins, Hannah Louise.....	Athens
Higgins, Hannah Lucile.....	Athens
Higgins, Leight Monroe.....	Athens
Higley, Brewster Shott.....	Athens
Hixson, Elizabeth Jeanette.....	Chauncey
Hodges, Gladys Florence.....	Mt. Sterling
Hoffman, Jennie Belle.....	Lancaster
Hogan, Mary Estella.....	Wellston
Holder, Alice Laura.....	Baltimore
Holshoy, Harvey Le Roy.....	Mineral City
Hoop, Laura Gertrude.....	Jackson
Hoover, Emin Earl.....	Beaver
Hoover, Silvia.....	Middle Branch
Hopkins, Lizzie Otey.....	Charleston, W. Va.
Hopkins, Marshall Homer.....	Wharncliffe, W. Va.
Horn, Dorothy.....	Ironton
Horton, Estella Florence.....	Oak Hill
Howard, Francis Eliza.....	Chauncey
Howe, Clara Bartley.....	Lexington, Ky.
Hubbard, Helen Julia.....	Akron
Huddleston, Jex Winifred.....	Grove City
Huffman, Hazel Dell.....	Circleville
Hufford, Besse.....	Bremen
Hughes, Cora Eloise.....	Lowell
Hulse, Walter Harrison.....	Rockbridge
Hunt, Sylvis Atwater.....	Conneaut
Hupp, James Lloyd.....	Hemlock
Hussey, Cyril Christopher.....	Sidney
Hutcheson, Bernice May.....	Salem
Hutchins, Flo Estelle.....	Nelsonville
Hutchinson, Lucinda Evelyn.....	Derby
Hutt, Martha Keziah.....	Waverly
James, Margarette Elizabeth.....	Steubenville
Jeffers, Everett Earl.....	Coal Run
Jeffers, Mabel Mae.....	Coal Run
Johnson, Alberta Adelle.....	Vermillion
Johnson, Blanche Mabel.....	Athens
Johnson, Carrie Edna.....	Waverly
Johnson, Helen Turner.....	Kimball, W. Va.
Johnson, Lincoln Homer.....	Athens
Johnson, William Douglas.....	Kimball, W. Va.
Johnston, Reed Seth.....	Summit Station
Jones, Amanda Sophie.....	Buckingham, Va.
Jones, Anna Laura.....	Portsmouth

Jones, Dorcas.....	Oak Hill
Jones, Mostyn Lloyd .....	Athens
Jones, Olwen Elizabeth.....	Athens
Jones, Roger Johnson.....	Athens
Jones, Rupel Johnson.....	Athens
Jump, Bernice Ora.....	Huron
Justice, Ivan Silbaugh.....	Darbyville
Kagey, Mabel Anna.....	Baltimore
Kahler, Margaret Katherine.....	Conneaut
Kahnheimer, Flora Rachel.....	Cardington
Keeler, Iva Irene.....	New Matamoras
Keeler, Marie.....	New Straitsville
Keenan, Edna Rose.....	Fremont
Kelley, Mabel Louise.....	Newport News
Keep, Amma Dee.....	Bridgeport
Kennard, Mattie Estelle.....	Carbondale
Kennard, Minnie Theora.....	Carbondale
Kennedy, Blanche.....	Hamden
Kennedy, Mary Edith.....	Hamden
Kenney, Octa.....	Athens
Kenney, Ralph Clinton.....	Athens
Kerns, William Sherman.....	Beaver
Kette, Floy Dee.....	New Matamoras
Keyser, Florence Gertrude.....	Woodsfield
Kibbey, Hazel Ruth.....	Martinsville
Kidd, Callie May.....	McConnelsville
Kilbury, Levi Earl.....	West Jefferson
Kimball, Jessie Watkins.....	Wellston
King, Elizabeth Eulalie.....	Glouster
King, Hazel Amanda.....	Newton Falls
Kinsey, Emily Mae.....	Chesterhill
Kirkendall, Lnella Blanche.....	Hamden
Kistler, Carl John.....	Bremen
Kitchen, Orpha Elizabeth.....	Oak Hill
Knecht, Fannie Evangeline.....	Lancaster
Knight, Charles Kelly.....	Athens
Kochheiser, Freda Hazel.....	Bellville
Koons, Lena Imogene.....	Athens
Koons, Nelle Murael.....	Athens
Kraus, Eva.....	Bellingham, Wash.
Kreager, Elton Allen.....	Zanesville
Kring, Ella M.....	Westerville
Krout, Jennie Mary.....	Bremen
Krout, Webster Sherburn.....	Bremen
Kumler, Nellie Elizabeth.....	Baltimore
Kurtz, Frank Bartlett.....	Athens
Lane, Patti.....	Zanesville
Langenberg, Fred Charles.....	Beverly
Langley, Mabel.....	Corning

## OHIO UNIVERSITY

Lash, Faye Ardelle.....	Athens
Lavin, Helen Mary.....	Newark
Lavine, Anna Clare.....	Steubenville
Law, Christine Elizabeth.....	Chauncey
Lawless, Emma Clare.....	Bidwell
LeMaster, Daisy Beatrice.....	Charlestown, W. Va.
LeMaster, Grace Delilah.....	Charlestown, W. Va.
LeRoy, Frank Coats.....	Athens
Lease, Leland Jacob.....	East Liberty
Leckrone, Maurice S.....	Glenford
Lee, Estella Clarissa.....	Athens
Lehman, Bessie Beatrice.....	Toboso
Leichtenstein, Erla Evalina.....	Lisbon
Lenner, Bernice Eugenia.....	Fremont
Leon, Leonard Koh.....	Canton, China
Lewis, Luella .....	Marengo
Leydorf, Clara Catherine.....	Perrysburg
Lim, Wee Kim.....	Bencoolen, Sumatra
Livingston, Calvin Clinton.....	Urbana
Livingston, Lena.....	Hamersville
Llewellyn, Orpha May.....	New Marshfield
Lloyd, Louise McLane.....	Cadiz
Logan, Edward Wilson.....	Athens
Logan, Elizabeth Mearle.....	Athens
Logan, John Arthur.....	Athens
Logan, Ruth Arena.....	Painesville
Lohr, Clara Catherine.....	Warren
Lohr, Thomas William.....	Painesville
Lomax, Josephine Beatrice.....	Buckingham, Va.
Love, Agnes Estelle.....	Swifts
Low, Edna Belle.....	West Salem
Lucas, Elisha Edwin .....	Morristown
Luntz, Nellie Marie.....	Steubenville
Luttrell, James Emerson.....	Sabina
Lynch, Flora Cordelia.....	New Marshfield
McClure, Linnie Ada.....	Oak Hill
McClure, Margaret Ellen.....	Oak Hill
McCorkle, Walker Ellsworth.....	Dawson
McCormick, Edith McMinn.....	Youngstown
McDonald, Flora Vista.....	McConnelsville
McGlashan, Florence Blanche.....	Caldwell
McHenry, Nell.....	Athens
McIlquaham, Minnie Forbes.....	Toledo
McKelvey, Glenwood Fulton .....	Norwich
McKenzie, Elizabeth Sarah.....	Circleville
McKenzie, Katherine Cecilia.....	Circleville
McKinney, Omalee Irene.....	Lynchburg
McLaughlin, Henry Max.....	Wilkesville
McLean, Mary Elizabeth .....	East Liverpool

McNeal, Florence E.	Waterford
McVay, Charles Don.	Athens
Mace, Luin Edna	Athens
Mackey, Helen Payne	Tyrell
Major, Virgie Eleanor	Middleport
Mallarnee, Ethel Rebekah	Freeport
Mallett, Harry Emmett	Summerfield
Mallett, Jennie	Summerfield
Mann, Samuel David	Athens
Mansfield, Stanley	Athens
Mansfield, Virgil Don	Athens
Marshall, Iva Gladeen	Coshocton
Martin, Flora Louise	Athens
Martin, Maye Gertrude	Albany
Mason, Grace Wilson	Corning
Mason, Thomas Jefferson	Cynthiana, Ky.
Masterson, George Ellsworth	Cedarville
Matheny, Clarence Albert	The Plains
Matson, Mabel May	Millfield
Maxwell, Jesse Lee	Athens
May, Clyde Franklin	Circleville
Mayes, Tevara Coleman	Lexington, Ky.
Mechling, George Vernon	Glenford
Mechling, Mary Elizabeth	Lancaster
Meeker, Mina Ray	Beecher
Meenan, Joseph Lafayette	McLuney
Mello, de, Jose Carlos	Para, Brazil, S. A.
Merchant, Fannie Dell	Delaware
Merrick, William Russell	Kensington
Merrin, Anna Gladys	Mt. Vernon
Merritt, George Wood	Athens
Merritt, Kathleen Wood	Athens
Merry, Ruth Rose	Milan
Merwin, Margaret Blanche	Athens
Miller, Earle Augustus	Athens
Miller, Edna Pauline	Darbyville
Miller, Fletcher McCoy	Athens
Miller, Harry Percy	Athens
Miller, Kathryn Margaret	Chillicothe
Miller, Mary Magdalene	Lilly Chapel
Millikan, Agnes Dyson Beck	Athens
Mills, Lewis Herold	Athens
Mills, Grover Cleveland	Athens
Minch, Henrietta Josephine	Marietta
Minnich, Wilma Lucile	Uhrichsville
Mitchell, Enid Geraldine	New Matamoras
Mitchell, Hazel Hortense	Rockland
Mitchell, Mabelle Emma	Newark
Mizer, Jessie Mae	Newcomerstown

Mobley, Gertrude Edna.....	Armstrong's Mills
Mohler, Daniel Dee Hufford.....	Webb Summit
Monahan, Virgil.....	Hamden
Moody, Vittoria.....	Bartlett
Moore, Frederick Darrell.....	Athens
Moore, Grace Clee.....	Crooksville
Moore, Irvie Meechem.....	Byesville
Moore, Jo Alma.....	Athens
Moore, Mabel Matilda .....	Hillsboro
Morel, Mabel Anniss.....	Medina
Morgan, James Grover.....	Groveport
Morgan, Mamie Clara.....	Clarksburg
Morris, Edward Armstrong.....	Highland
Morris, Mary Jane.....	Magrew
Morris, Nellie Abigail.....	Magrew
Morse, Goldie Anne.....	Albany
Morton, Helen Black.....	Brownsville
Morton, Sara Margaret.....	Brownsville
Mowbray, Bessie Irene.....	Bridgeport
Muhleman, Edith Irene.....	Bridgeport
Mullenix, John Harrison.....	Belfast
Mullett, Marian.....	Newcomerstown
Murbach, Elizabeth.....	Elyria
Murphy, Marion Elizabeth.....	Steubenville
Murray, Albert Leroy.....	Jelloway
Musgrave, Walter.....	Athens
Myer, Florence.....	Newark
Myers, Jay Arthur.....	Athens
Naylor, Lucile.....	Malta
Neff, Hazel Margaret.....	Warnock
Nesbett, Mabel.....	Grafton
Nesbitt, Hannah Mary.....	Bellaire
Nesbitt, Margaret Anne.....	Bellaire
Nixon, Ernest Leland.....	New Plymouth
Nixon, Hugh Henry.....	New Plymouth
Norris, George Newton.....	Stewart
Norris, Henry Herman.....	Stewart
Nye, Don Carlos.....	Chauncey
Nye, Earl Lemoyne.....	Athens
O'Connor, Gertrude.....	Stewart
O'Connor, Delia.....	Alice
Odle, Ruth Marie.....	Friendship
Ogan, Margaret Louise.....	McArthur
Oxley, Lena Bertine .....	Athens
Palmer, Alta Eliza.....	Pataskala
Palmer, Horace Dutton .....	Athens
Parker, Gail W.....	Findlay
Parker, Mary Margaret.....	Athens
Parker, Sidney Lester.....	Atbens

Parker, Willard Joseph.....	Chesterhill
Parker, William Floyd.....	Athens
Parks, Hazel Jennie.....	East Springfield
Parks, Hugh Whiteford .....	Cadiz
Parks, Ralph Waldo.....	Nelsonville
Parr, Charles Hamilton.....	Great Bend
Parrett, William.....	Bourneville
Parrott, Joseph Lawrence.....	Mendon
Partee, Blake Cameron.....	Evansport
Patrick, Elizabeth Marie.....	Lewistown
Patterson, Anna Gail.....	Shadyside
Patterson, Georgia Leona.....	Sonora
Patterson, Jay Robert.....	Shiloh
Patton, Josephine.....	Portsmouth
Patton, Minnie Maude.....	Belpre
Pelley, Mary Vance.....	Mingo Junction
Pelton, Ethelwynn.....	Cincinnati
Peoples, Jessie Mabel.....	Mt. Gilead
Perry, Louise Rebecca.....	Nelsonville
Peterson, Opal Louise.....	Delta
Petry, Ethel Caroline.....	Seventeen
Petty, Blanche.....	Rockland
Pheister, Mabel Josephine.....	Pataskala
Phelps, Rilda Inez.....	Xenia
Pinckney, Mary Starr.....	Columbia Station
Pittinger, Clarence True.....	Shelby
Plummer, Thomas Herbert.....	Malta
Pond, Walter Allen.....	Athens
Porter, Frances Hanna.....	McConnelsville
Porter, Isabel.....	New Straitsville
Portz, Adella Alice.....	Stone Creek
Portz, Edwin Arthur.....	Stone Creek
Portz, Francis Milton.....	Stone Creek
Posey, Besse.....	Washington C. H.
Pownall, Horton Calahan.....	Pomeroy
Price, Frederick Nicholas.....	Arlington
Price, Jennie Lovina.....	Athens
Price, John Henry.....	Athens
Price, Marie Louise .....	Athens
Prichard, Edna.....	Radnor
Prichard, Marguerite Gillan .....	North Baltimore
Pugh, Everett Ellsworth.....	Jacobsburg
Pugh, Grace Mildred.....	Roxbury
Pugh, Ira Ross .....	Armstrong's Mills
Ptnam, Israel.....	Athens
Pyers, Bessie.....	East Liberty
Pyers, Grace.....	East Liberty
Quin, Anna Rosalie.....	Mingo Junction
Quinn, Francis Martin .....	New Lexington

Rambo, Florence Marie.	Zanesville
Rapp, Minta Myrie.	Jackson
Ray, Viva Lonisa.	Hamden
Ream, Helen May.	Canton
Ream, Violet Katheryne.	Somerset
Reef, George Wesley.	Round Bottom
Reeves, Olive Marie.	Jerseyville
Reighley, Alice May.	Berlin Heights
Reinke, Helen Eugenia.	Gnadenhutten
Reiter, Lulu Wilhelmina.	Marietta
Rice, Jennie.	Omega
Richards, Jesta McDaniel.	Athens
Richards, John Conrad.	Carrollton
Richardson, Ella Rebecca.	Woodstown, N.J.
Richeson, Marian C.	Athens
Ridenour, Clarence Ray.	New Lexington
Ridenour, Harry Lee.	New Lexington
Ridenour, Margaret May.	New Lexington
Riley, Walter Emmett.	Athens
Riley, Harry Weidman.	Athens
Roach, Hazel Putman.	Athens
Roberts, Emmett Ephraim.	McConnelsville
Roberts, George Shannon.	Glouster
Roberts, Jessie Marie.	Sidney
Roberts, Olive Jane.	Sidney
Robins, Lela Foss.	Pleasant City
Robinson, Anna Elizabeth.	Newark
Robinson, Blanche.	Bidwell
Robinson, Elizabeth Vivian.	Hanging Rock
Robinson, Helen Hunt.	Cincinnati
Robinson, Margaret J.	West Carlisle
Robinson, Maude Jane.	Institute, W. Va.
Rogers, Ella K.	Jacksontown
Rogers, Thomas H.	Mason
Roome, Elizabeth.	Sistersville, W. Va.
Root, Alexander.	Athens
Root, Mary Lucile.	Middleport
Rose, Mabel Ada.	Orient
Rose, Reed Phillips.	Athens
Rossetter, Howard Monroe.	Athens
Roswurm, Ruth.	Kelley's Island
Rowland, Clarence Eldo.	Brown's Mills
Rowland, Wilda Agnes.	Roxbury
Rubrake, Frances Katheryn.	Lowell
Russell, Mary Luella.	Sarahsville
Ruth, Clifford Everett.	Shade
Ruledge, Letha Jane.	Jackson
Salters, James Morris.	Athens
Sanders, Mary Captolia.	New Marshfield

Sanderson, Albert.....	West Austintown
Sanford, Robert Mason.....	Defiance
Saunders, Ardelia Elizabeth.....	Maybury, W. Va.
Saunders, Arthur Claire.....	Findlay
Schadle, Lulu Estelle.....	Frankfort
Schaefer, Otto Walter.....	Carroll
Schaeffler, Charles Harry.....	Athens
Schauseil, Ada Amelia.....	Waverly
Schettler, Pauline Henrietta.....	Wellston
Schisler, Fred Lester.....	Pleasantville
Scott, Beulah Lorene.....	Nelsonville
Sears, Margaret Ellen.....	Lancaster
Sellers, Theodore Fay.....	Somerset
Shackleford, Effie Ethel.....	Oak Hill
Shane, Florence Winona.....	Stenbensville
Shannon, Alice Magdalene.....	New Marshfield
Shannon, Ella Veronica.....	New Marshfield
Shanton, Leora.....	Williamsport
Shanton, Minta Marie.....	Williamsport
Sharp, Charles Forrest.....	Lucasville
Sharp, David Benjamin.....	Athens
Sharritt, Chloe Wilda.....	Newark
Sherman, Alice Louise.....	Wilmington
Sherman, Myra Orca.....	Shaderville
Shields, Buren Riley.....	Crooksville
Shields, Lydia Brooks.....	Crooksville
Shields, Mary Hamilton.....	Crooksville
Shilliday, Clarence Lee.....	New Milford
Shirkey, Della Miriam.....	Jacksonville
Shively, Harold Hastings.....	McArthur
Shoemaker, John Henry.....	Chillicothe
Shoemaker, Ora Faith.....	Piketon
Shriver, Columbia Ellen.....	Caldwell
Silvns, Paul.....	Athens
Sitterly, Effie De Lancey.....	Greenwich
Sivard, Keturah Pearl.....	Toronto
Skinner, Charles Edward.....	Newark
Skinner, Dorothy Harriet.....	Wilkinsburg, Pa.
Smith, Albert Truman.....	Big Plain
Smith, Anna Elizabeth.....	Waverly
Smith, Benjamin Franklin .....	Athens
Smith, Ethel Marie .....	Copley
Smith, Flossie May.....	Castalia
Smith, Golda Abbie.....	Mt. Sterling
Smith, Leon Engenia.....	Athens
Smith, Lillian May.....	Creola
Smith, Lola Mayme.....	Hamden
Smith, Nellie Lavina.....	Newark
Smith, Vernon V.....	Lancaster

## OHIO UNIVERSITY

Smith, Winifred Racinia.....	Pomeroy
Snyder, Grace.....	Murray
Soliday, Leroy M .....	Carroll
Spencer, Alice E.....	Zanesville
Spohn, Burrell Blakeney.....	Brownsville
Spracklen, Arloa Janiza.....	Kenton
Spracklen, Myrtle Pearl.....	Kenton
Sprowls, Ferne Loceta.....	Waterford
Stage, John Edward.....	Lancaster
Stage, William Addison.....	Athens
Stailey, Charles Elmo .....	Athens
Stanton, Flora Mae.....	New Marshfield
Steel, Alice Blanche .....	Jackson
Stevens, Bertha May.....	Gillespieville
Stevenson, Anna Faye.....	Lancaster
Stewart, Allyne Dawn.....	Cynthiana, Ky.
Stewart, Bertha Minnetta.....	Poland
Stewart, Charles G.....	Hockingport
Stewart, Lottie Viola.....	Lexington, Ky.
Stewart, Mabel .....	Findlay
Stewart, Mary Edna.....	Poland
Stewart, Mary Elizabeth.....	Lexington, Ky.
Stewart, Mattie Marie.....	McArthur
Stiff, Mattie.....	Murray
Stine, Elsie Ora.....	Creola
Stine, Wilmer Evert.....	Creola
Stone, Rufus Emmett.....	Rushville
Stonerock, Georgiana .....	Williamsport
Stonerock, Margaret Mogan .....	Williamsport
Strahl, Blanche.....	Hamden
Sutherland, David Lewis.....	Washington C. H.
Snter, Stella Nettie.....	Hannibal
Swisher, Ethel Nora .....	Pataskala
Switzer, Charles Carroll.....	Williamsfield
Sykes, Lulu May.....	New Martinsville
Talbott, Nannie Viola.....	Cynthiana, Ky.
Tannehill, Ethel Beatrice .....	Logan
Taylor, Amy Prue.....	Washington C. H.
Taylor, Lena Frances.....	Bainbridge
Taylor, Lola Bernice.....	Good Hope
Taylor, Mary Ilo.....	Good Hope
Teeling, Rudy Bell.....	Millersburg
Tewksbury, Carl Logan.....	Blanchester
Thomas, George Henry.....	Cheshire
Thomas, Hazel Anna Ruth.....	Athens
Thomas, Mabel Marvel.....	Chesterhill
Thomas, Rose Anna.....	West Lafayette
Thomas, Winifred Andrey.....	West Lafayette
Thompson, Florence May.....	Uhrichsville

Thompson, Goldie Belle.....	Bowerston
Thompson, Ida May.....	Athens
Thorpe, Eva Marie .....	Caldwell
Thrall, Gail Beatrice.....	Bethesda
Tom, Robert Bruce .....	New Concord
Tomlinson, Cecil Roy.....	Adelphi
Tong, Ka Chang.....	Canton, China
Trainer, John Hagan.....	Steubenville
Treudley, Helen Moss.....	Athens
Treudley, Ruth.....	Athens
Troendly, Fannie Ruth.....	Stone Creek
Trottman, Bruce Guy.....	Coshocton
Tsui, Wellington Kom Tong.....	Canton, China
Turner, Stella.....	Roxabel
Tuttle, Harley Angelo.....	Diamond
Tyler, Loretta.....	Grove City
Ulrich, Cordelia Adeline.....	Port Washington
Underwood, Micheal Beal.....	Howard
Valentine, Helen Rachel.....	Murphy
Valentine, Mary Winifred.....	Lancaster
Van Atta, Pleasy Leonard.....	New Lexington
Van Scyoc, Le Vaughn Grace.....	Wayne
Van Valey, Gladys Lucile.....	Athens
Vanderslice, Marie Llewellyn.....	Athens
Varner, May.....	Black Run
Waggoner, Clada Ruth.....	Jewett
Wagner, George Everett.....	Sugar Grove
Walburn, Wesley.....	Carpenter
Walcott, Fannie.....	Gnadenhutten
Wallace, Martha Esther.....	Nelsonville
Wallace, Mary Iva.....	Jaeohsburg
Walls, Callie King.....	Athens
Waltermire, Arthur Beecher.....	Findlay
Waltz, Kathryn Florence.....	Delta
Ward, Elsie La Gertie.....	Bethesda
Ward, Flora Sarepta.....	Williamsfield
Ward, Mary.....	Athens
Ward, Theron William .....	Athens
Warner, Edna May.....	Utica
Warner, Nora Teresa.....	Oreton
Watkins, Charles Burr .....	Athens
Watkins, Mary Carson.....	Athens
Watts, Sallie Magaret.....	Bidwell
Weaver, Alice Mildred.....	Ashville
Weber, Maud Antoinette.....	Dexter City
Weekley, Bertha Lesta.....	Armstrong's Mills
Wegener, Julia Alma.....	Higginsport
Welch, Edwin Charles.....	Athens
Welday, Samuel Oliver.....	Bloomingdale

Welsh, Ethel Mae .....	Glen Roy
Welsh, John Douglas.....	Carpenter
Welsh, Martha Lovina.....	Carpenter
Wenrick, Key Elizabeth.....	Canton
West, Grover Edgar.....	Rainsboro
West, Lee Mitchell.....	Norwalk
West, Nondas.....	Lynchburg
Wharton, Edith Marjorie.....	Mineral
Whipple, Howard Everett.....	Chesterland
White, Eliza Lorena.....	Chandlersville
White, Joseph Cook.....	Norwich
White, Robert Lee.....	Logan
Whiteside, Edward Thomas.....	Mt. Sterling
Whiting, Ena Malissa.....	Glonster
Wieteki, Florress Katherine.....	Ironton
Wilcher, Amelia Rives....	Charleston, W. Va.
Wilkes, Ernest Constantine....	Athens
Wilkes, Marie Carsonia.....	Athens
Wiley, Nathnal.....	Kimbal, W. Va.
Williams, Arthur Hilbert.....	Athens
Williams, Cora Almira.....	Roxabel
Williams, Jennie .....	Stenbenville
Williams, Mary Lee .....	Charleston, W. Va
Williams, Verna Louise.....	Salem
Williamson, Charles Owen.....	Lancaster
Willison, Elsie Grace .....	Croton
Willis, Ernest Everett.....	Beecher
Wilson, Florence Craig.....	Athens
Wilson, Mary Eleanor.....	Shade
Withers, Anna May.....	Cynthiana, Ky.
Witherstine, Ruth Ellen.....	Lodi
Wolfe, Byron Armstrong.....	Athens
Wolf, Jennie.....	Newark
Wood, Austin Vorhes.....	Athens
Wood, Ernest Richard.....	Albany
Wood, Laura Ethel.....	Austin
Wood, Robert Simpson.....	Athens
Wooddell, Harriet Alice.....	Wakefield
Worden, Blanch Ella.....	Center Belpre
Wright, Vera Louise.....	North Fairfield
Yarnell, Floyd Lindley.....	Waterford
Yoakem, Thomas Donglas.....	Vigo
Young, Harry Curtis.....	Millersburg
Young, Ina Alice.....	Belmont
Young, Iva L.....	Everett
Zangmeister, Charles.....	Lithopolis
Zenner, David Roe.....	Athens
Zimind, Elizabeth Sara.....	Brooklyn, N. Y.

## UNIVERSITY EXTENSION STUDENTS

(Not elsewhere enumerated)

Andrews, Charles Wesley.....	Baltimore
Armstrong, Edna Lillian .....	Logan
Barnes, Priscilla.....	Middleport
Bingham, Linna M.....	Wellston
Boyd, Elma M.....	Wellston
Bright, M. Louise .....	Logan
Brooke, Ruth.....	Logan
Colley, Lillian.....	Logan
Cooperrider, Luke.....	Glenford
Corson, Carl.....	Thornville
Cullums, Doris M.....	Nelsonville
Darey, Dassie.....	Logan
Dauber, Clara Mae.....	Logan
Entsminger, Helen.....	Middleport
Ervin, Ozella.....	Wellston
Fickell, Ida.....	Logan
Fisk, Mabel.....	Nelsonville
Folyd, Emma C.....	Logan
Grady, Clare.....	Nelsonville
Green, Dora Nell.....	Logan
Harrold, Stella Marie.....	Nelsonville
Hickman, Elsie.....	Nelsonville
Ice, Gertrude Florence.....	Glenford
James, Merle.....	Glenford
Keller, Anna M .....	Logan
Kelley, Hattie E.....	Wellston
Kelley, Vivian R.....	Nelsonville
King, Dana M.....	Glenford
King, Lola M.....	Glenford
Leckrone, Maurice.....	Glenford
Ledlie, Millie.....	Nelsonville
Lemon, Mary F.....	Logan
McBride, Nan .....	Logan
McClung, Louise.....	Wellston
McClure, Linnie A.....	Oak Hill
McCray, Mary.....	Logan
McKee, Alma.....	Nelsonville
McManigal, Jessie C.....	Logan
Major, Virgie E.....	Middleport
Mallen, Mary F....	Nelsonville
Mechling, George Vernon.....	Glenford
Moore, Minnie.....	Logan
Murphy, Ella C.....	Nelsonville
Myers, Ernest R.....	Baltimore
Nutt, Iola.....	Wellston

## OHIO UNIVERSITY

Palmer, Adolph.....	Glenford
Parks, Hazel Belle.....	Glenford
Perry, May Gertrude.....	Nelsonville
Power, Eva Inis.....	Nelsonville
Power, William.....	Nelsonville
Reynolds, Estelle.....	Nelsonville
Rochester, Ella.....	Logan
Ruble, Doris .....	Logan
Scott, Grace.....	Wellston
Shafer, Mabel.....	Nelsonville
Smith, Goldie E.....	Nelsonville
Smith, Sophie E.....	Logan
Strentz, Estella H.....	Logan
Swineheart, Mabel Elizabeth.....	Glenford
Swineheart, Ross Poorman.....	Somerset
Tracy, Gertrude B.....	Logan
Vandervort, Lottie.....	Wellston
Verity, Maud Harrold.....	Nelsonville
Walden, C. D.....	Wellston
Walker, C. C.....	Wellston
Ward, Grant P.....	Wellston
Warren, Ivola.....	Wellston
White, Annie.....	Logan
White, Rose N.....	Logan
Williams, Gertrude.....	Wellston

**GENERAL SUMMARY OF STUDENTS BY DEPART-  
MENTS AND CLASSES**

	1909-10	1910-11	1911-12
Post-Graduates.....	12	15	22
Class at Commencement.....	33	30	53
Seniors.....	30	50	72
Juniors.....	46	71	78
Sophomores.....	133	161	170
Freshmen.....	209	240	298
Irregular and Special Students.....	53	43	45
State Preparatory School.....	253	201	213
State Normal College.....	586	649	643
Electrical Engineering.....	93	75	78
Civil Engineering.....	63	56	51
School of Commerce.....	209	210	213
College of Music.....	309	301	321
Summer School.....	731	776	892
 Total.....	 2760	 2878	 3144
Names counted more than once.....	1163	1241	1382
 Total.....	 1597	 1637	 1762
University Extension Students.....	50	50	70
 Grand Totals.....	  1687	  1882	

**GENERAL SUMMARY OF STUDENTS BY TERMS**

	1907-8	1908-9	1909-10	1910-11	1911-12
Spring Term.....	536	573	708	634	692
Summer Term.....	678	623	731	776	892
Fall Term.....	549	631	651	644	705
Winter Term.....	538	638	625	648	702
 Total number of students, count- ing no name more than once.	 1386	 1462	 1597	 1787	 1882

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# The Ohio University Bulletin

New Series.

Volume IX.

Number I

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## College of Music

Athens, Ohio, October, 1911

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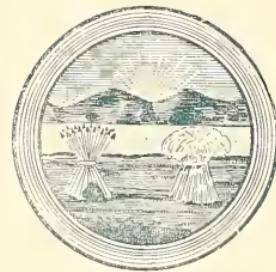
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SOLDIERS' MONUMENT, OHIO UNIVERSITY CAMPUS.



THE OHIO UNIVERSITY  
COLLEGE OF MUSIC

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A VIEW OF THE CAMPUS

## Faculty

ALSTON ELLIS, Ph. D., LL. D.,  
*President*

JAMES PRYOR McVEY, Ph. B.,  
*Director of the College of Music*

Student, Music Dept., Rio Grande College, 1886-88. Student, Oberlin Conservatory, 1888-89. Teacher, Piano and Voice, Rio Grande College, 1890-92. Student, J. Harry Wheeler and William H. Sherwood, 1892. Teacher, Voice and Piano, Marshall College, 1893-96. Student, Metropolitan College of Music, New York, 1896-98. Student, Paris, 1899. Head of Music Dept., Ohio University, 1899-1901. Director, College of Music, Ohio University, 1901-. Student, London, Paris, Berlin, 1904-05. Ph. B., Ohio University, 1911.

MARGARET EDITH JONES, MUS. B.,  
*Piano and Harmony*

Graduated Oberlin Conservatory, 1899. Student, Leipzig Conservatory and private pupil Martin Krause, 1899-1900. Head of Music Dept., Warren Academy, Warren, Ill., 1900-1901. Instructor, Piano and Harmony, College of Music, Ohio University, 1901-. Mus. B., Oberlin Conservatory, 1908.

NELLIE H. VAN VORHES,  
*Piano and Virgil Clavier*

Student with Mr. Arwin W. Doerner, Cincinnati College of Music, also Normal Course and Harmony—two years. Student, New England Conservatory, 1890-1891; Teacher, Athens, Ohio, 1891-1898. Instructor, Music Department, Ohio University, 1898-1901. Instructor, College of Music, Ohio University, 1901-. Student, New York Metropolitan College of Music and Virgil Piano School, 1901, (with special reference to children's work.) Piano Kindergarten Course, College of Music, Ann Arbor, Michigan, 1908.

ANN E. HUGHES, MUS. B.,  
*Voice*

Graduated Oberlin Conservatory; Student, New York with James Savage, Mus. B., Oberlin Conservatory, 1906. Instructor in Voice, College of Music, Ohio University, 1910-

PAULINE ADELAIDE STEWART,  
*Voice and Musical History*

Student, Syracuse University, 1901-05. Student, Boston, Summer 1905 and 1906. Teacher, Broadus Institute, 1905-07. Student, London, Summer 1910. Instructor, Voice and Musical History, College of Music, Ohio University, 1908-

BESSE IRENE DRIGGS,  
*Piano and Organ*

Graduated College of Music, Ohio University, 1909. Student, New York (Rafael Joseffy) 1911. Instructor, Piano and Organ, College of Music, Ohio University, 1911-

JOHN NEWMAN HIZEY,  
*Violin*

Student, Leipzig, 1897-1902 (Royal Conservatorium). Pupil, Hans Sitt and Alexander Sebald First Violin, Genandhouse Orchestra. Instructor, Violin, College of Music, Ohio University, 1903-

EUGENIA MAY LISTON,  
*Public-School Music*

Student, College of Music, Ohio University, 1907. Graduated, Thomas Normal Training School, 1908. Supervisor of Music, Woodsfield, Ohio, Pomeroy, Ohio, Beaver Dam, Wisconsin. Director of Public-School Music, State Normal College, Ohio University, 1911-



**EWING HALL**

## Introduction

**F**ROM the experience of all who have been observant of those matters it is proved that the natural place for a college of music is among the other colleges of a university. The close affinity existing between literature and the arts justifies the statement that only in such surroundings as these can the student of music acquire that familiarity with language, literature, history, etc., as will make him a musician worthy of his art. Music requires much special study. She is a jealous, exigent muse, and those who serve her must serve diligently; but a full and well-trained mind must be brought to bear upon the interpretation of the master works which have been produced by those intellectual giants among both the ancients and the moderns of musical history. He who does not know history and literature can not grasp the full meaning of the great tone works, the study of which is required in a thorough musical course.

This being a College of the University, its students are given the opportunity to acquire a liberal education, which is necessary for the complete rounding of a musical course. Too much stress cannot be laid upon the advantage of intimate association with a great seat of learning, having its libraries, laboratories, lectures, and classes in all the varied departments of liberal education.

The College is well equipped for the special work it offers. The rooms it occupies are well adapted for the purpose for which they are used. Two grand pianos for concert purposes, twenty-eight pianos, of good make, for individual instruction and private practice, a pipe organ, and numerous band instruments are in almost constant use. These are kept in serviceable condition at all times.

## Diploma

A diploma is granted by the Trustees of the Ohio University to those completing the Musical Course to the satisfaction of the faculty of the College of Music. For the diploma four studies are required—a major and a minor in applied music, and the complete course in Harmony and in the History of Music. Those finishing the course in piano must have had at least one year of study of voice or instruction upon some musical instrument other than the piano. Those finishing the course in voice or violin must have had at least one year of piano. The courses in Harmony and in the History of Music are required of all who expect a diploma. One year of a modern language is also required.

## Entrance Requirements

The classes in the College of Music are open to any one wishing to take special work, but not desiring to graduate. Those expecting a diploma must have completed a high-school course of fifteen units or the equivalent. Work which has not already been done can be carried on by the students in the State Preparatory School of Ohio University while pursuing earlier musical study.

The requirements for admission to the advanced classes in the College of Music are the same as those for admission to the Freshman class of the University, with these exceptions: that modern languages may be substituted for Latin, and that additional units in history, English, or in languages may be substituted for the advanced mathematical work required.



FRONT VIEW OF ELLIS HALL

## Courses of Study

It is understood that these courses are merely suggestive, and are in no sense to be considered as mentioning all the work given. This is determined by the needs of the individual pupil and is limited only by the bounds of the literature of music.

### Elementary Work

Children should have instruction as early as possible, that they may cultivate the talent with which they are naturally endowed. The instruction should be the best, since without a good foundation no artistic excellence is possible. Even in the elementary department the pupils appear early in recitals, thus acquiring ease and precision.

### Preparatory Work

Technique is carefully studied. Taste and style are cultivated and the student is taught to grasp intelligently the composition and ideal of the composer.

### Normal and Artist Department

For those who expect to teach and those who expect to do concert or other professional work, the opportunities offered are excellent. Students of the College of Music have already gone into the different professional fields and have met with success born only of faithful study and excellent training. Special illustrated lectures on the art of teaching are given, and students from the different departments are chosen to appear before the normal classes.

The sight-singing and chorus classes give helpful training

to those who expect to take up choir work or to teach music in public schools. The frequent students' recitals and concerts, the oratorio or opera given by the College, afford ample opportunity for those who expect to become professional artists.

### Course in Piano

GRADE 1—Theory of technic, simple exercises; little studies by Kohler, Gurlitt, Czerny, Loeschorn; elementary pieces by Clementi, Mozart, Gurlitt and others.

GRADE 2—Czerny's School of Velocity, studies by Duvronoy, Heller, Loeschorn; sonatinas of Mozart, Clementi, Kuhlan; pieces of Reinecke, Gurlitt, Heller, and Schumann.

GRADE 3—Loeschorn studies, Op. 67; Czerny School of Velocity; Bach's Inventions (two-voice); Trill Studies of Krause; Octave Studies by Jean Vogt or Kullak; Easier Studies of Cramer; Sonatas of Haydn, Mozart, Beethoven; pieces by Lack, Godard, Chaminade.

GRADE 4—Studies by Cramer; Octave Studies of Wolff; Daily Studies, Czerny; Bach Inventions (three voice); Sonatas, Mozart, Dussek, Beethoven; Selections from Mendelssohn, Chopin, Schubert, Schumann, Raff, Scharwenka, Godard, Chaminade, Leschetizky, Tchaikovsky, and others.

GRADE 5—Clementi's Gradus ad Parnassum, Tausig's daily exercises, Mason's Touch and Technic, Bach's Well-tempered Clavichord, Chopin Studies, Henselt Studies, Sonatas of Beethoven; Liszt's Rhapsodies; Composition of Mendelssohn, Moscheles, Chopin, Rubinstein, Raff, and others.

### Course in Vocal Culture

Individual voices differ so widely in their needs that this course can be indicated only in a general way.

**GRADE 1**—Lessons in breathing, voice placing, intervals, exercises for blending registers, tone-production (continued throughout the course as needed); Studies by Concone, Vaccai, and others; easy songs by American, English, and German composers.

**GRADE 2**—Intervals with portamento, scales, arpeggio, solfeggio; Studies in Concone, Marchesi, English Ballads, Mendelssohn's Songs, Sacred Songs.

**GRADE 3**—Scale, arpeggio, turns and trills in more rapid tempo, vocalises of Concone, Marchesi, English, German, French, and Italian songs; more difficult church music.

**GRADE 4**—Major and minor scales, chromatic scales, Concone's Fifteen Vocalises, recitative and aria, German, French, and Italian Opera, easier oratorio arias; more difficult songs of Schubert, Schumann, Greig, Jensen, Liszt, Lassen, Brahms and others.

**GRADE 5**—Bravura and Caloratura singing; difficult concert songs; complete opera and oratorio with traditional rendering; special study of Creation, Redemption, Elijah, Messiah, and the Passion Music of Bach.

Students of voice expecting certificates must know enough of piano to play simple accompaniments.

**SPECIAL NOTICE**—A well-planned, thorough course in Public School Music is offered. See descriptive statement connected with the State Normal College.

### Pipe Organ Course

Students of organ must have had at least one year's work in piano.

**GRADE 1**—Stainer's Organ Primer, Merkel's Organ School, Rink's Second Book; Hymn Playing, Transposition; Theory.

**GRADE 2**—Dudley Buck's Studies in Pedal Phrasing, Rink's Third Book; easier church anthems, accompaniments; Harmony.

**GRADE 3**—Lemmon Organ School, Part 1, Rink's Fourth Book; pieces by Batiste, Wely, Widor, West, Guilmant, and others; counterpoint.

**GRADE 4**—Rink's Fourth Book, Mendelssohn's organ sonatas, Bach's Fugues; accompaniments and Masses, oratorios, etc.; Counterpoint, Canon, and Fugue.

### Course in Violin

**GRADE 1**—Hermann Method—Book I, Kayser—thirty-six progressive studies, Op. 20, (Nos. 1 to 18), Easy pieces by Dancla, Papani, Bohn, Hermann, etc.

**GRADE 2**—Hermann Method—Book II, Schradieck—Finger Exercises, Kayser—thirty-six progressive studies Op. 20, (Nos. 19 to 36), Mazas Etudes Op. 36. Selected pieces for violin and piano.

**GRADE 3**—Schradieck—Scales, Kreutzer—Etudes, Florilla—Etudes, Concertos by Rhode, De Beriot, Solos by Alard, Rode, etc.

**GRADE 4**—Schradieck—Chord studies and double stops, Rode—twenty-four Caprices, Alard—twenty-four Caprices, Op. 11, Concertos and solos by Rhode, Viotti, De Beriot, etc.



**FRONT, MUSIC HALL; REAR, CENTRAL BUILDING; TO THE RIGHT, ELLIS HALL**

GRADE 5—Bach's Sonatas for violin solo, Schradieck—twenty-four studies, Op. 1, Dont Gradus ad Parnassum Etudes et Caprices Op. 15, Solos by Wieniawski, Vienxtamps, etc.

### **Harmony and Theory Course**

In addition to the study of applied music, whether piano, voice, violin, or organ, a practical knowledge of harmony and theory is necessary to a complete appreciation of musical works. Therefore this course is required of all students taking a course.

#### **Harmony**

##### *Part I.—*

Scales, Minor and Major, Intervals, Triads and their location.

Connection of Triads, Primary and Secondary.

Inversions of Primary and Secondary Triads.

##### *Part II.—*

Chord of the Dominant seventh.

Inversion of the Dominant seventh.

Triad on Leading Tone.

Modulation to nearly related keys.

Modulation through the use of dominant 7th chord.

Secondary seventh chords.

Cadences—Half and Deceptive.

Chord of Dominant ninth.

Chord of Diminished seventh.

Chords of seventh on the remaining degrees of the scales.

Passing seventh.

Original work.

##### *Part III.—*

Modulating to Dominant key.

Modulating to Sub-Dominant key.

Modulating a Major-second upward.

Modulating a Major-second downward.

Modulating a Minor third upward.

Modulating a Minor third downward.

Modulating a Major third upward.

Modulating a Major third downward.

##### *Part IV.—*

Altered chords.

Chord of Augmented sixth.

Chord of Augmented sixth-four-three.

Chord of Augmented six-fifth.

Chord of Augmented sixth with doubly augmented fourth.

Chord of Neapolitan sixth-eighth, and six-four.

Modulations.

##### *Part V.—*

Susensions.

Retardation.

Passing tones and embellishment.

Appoggiatura and Anticipation.

Pedal Point.

Figuration.

Figurated Melodies.

Florid Melodies.

Accompaniments.

Additional work.

## Public-School Music

The study of music in the public schools is no longer an experiment in the most progressive parts of our country. Its value as a mental discipline is thoroughly recognized by all the leading educators. It not only furnishes material for mental culture, but it is a source of inspiration in the performance of all other school duties. It is a great cultivator of gentleness among pupils, and no school where music study is well directed will be disorderly, for music is order itself. One great need of our schools is thoroughly qualified teachers to direct the work in a manner that will make music a helpful force in the school room. Many schools in Ohio are without instructors in music because there are few teachers who are prepared for this work. It is hoped that many who are musically inclined and are otherwise fitted for teaching the subject will become interested in this worthy branch of instruction.

Students taking the regular Normal College Course are required to take two terms of Public School Music, first term consisting of Theory and Sight-Reading, 2; second term, Advanced theory and Sight-Reading, 2. Any student who desires further instruction may enter the Teachers' Method Class. This term in methods is very valuable to teachers, and all are urged to take it.

A Special Music Teachers' Course has been added to the Normal College for training of students to become teachers and supervisors of Public School Music.

Sufficient time to earn this Special Certificate is given, and admission is based upon graduation from a high school of the first grade or equivalent scholarship. Students entering with-

out equivalent scholarship may take work in the Preparatory School.

For those without any knowledge of music two years will be necessary to complete the course, but those who have considerable knowledge of piano and voice may be able to complete the course in one year.

As soon as students are prepared they may begin teaching in the Training School, and as they acquire experience in teaching music in all the grades under supervision, they become experienced teachers in Public School music upon finishing the course.

For a detailed statement of this two-year course for Supervisors of Public School Music, see Course of Study on following pages.

## Diploma Course in Public-School Music

### First Year

FIRST SEMESTER—Voice, 2; Piano, 1; Notation and Sight Singing, 2; Harmony, 2; Methods, 2; Observation in Classes, 2; History of Music, 1; Psychology, 3; Ear Training, 2; (First half semester); Chorus and Conducting, 2 (Second half semester).

SECOND SEMESTER—Voice, 1; Piano, 1; Notation and Sight Singing, 2; Harmony, 2; Observation in Classes, 2; History of Music, 1; Paidiology, 3; School Management and School Law, 3; Methods, 2 (First half semester); Advanced Sight Singing, 2 (Second half semester).

### Second Year

FIRST SEMESTER—Voice, 2; Piano, 1; Harmony, 2; Ad-



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vanced Sight Singing, 2; Methods, 2; Teaching, 3; Elementary Course of Study, 3.

SECOND SEMESTER—Voice, 2; Piano, 2; Methods, 2; Teaching, 3; Principles of Education, 4; Advanced Sight Singing, 2 (First half semester); Chorus and Conducting; 2 (Second half semester).

### **Supplementary Course.**

The ideal of the music student should be the completion of a four-year course in the College of Liberal Arts. Of course this would require five or six years of one who had finished a course in a first-grade high school, on the supposition that the student had already made some progress in music. To those who can not attain this end, it is suggested that an effort be made to round out their musical education by taking the following supplementary course in the liberalizing studies here outlined:

#### *First Year—*

Freshman Composition,  
Byron, Keats, and Shelley,  
American Poetry.

#### *Second Year—*

Shakespeare,  
Browning and Tennyson,  
The English Bible.

#### *Third Year—*

European History,  
19 Century Prose.

#### *Fourth Year—History of English Literature, Modern Masterpieces.*

### **Noted Artists who have Appeared before our Students.**

Mme. Ernestine Schumann-Heink,  
Mr. David Bispham,  
Mr. Herbert Witherspoon,  
Mme. Louise Voigt,  
Mme. Mary Hissem DeMoss,  
Mr. Edward Strong,  
H. Lambert Murphy,  
Mr. Evan Williams,  
Mr. Robert Hinshaw,  
Mr. Theodore Bohlmann,  
Mrs. Grace Hamilton Morrey,  
Mr. Sol. Marcosson.

### **Noted Organizations.**

The Mountain Ash Glee Singers,  
Pittsburgh Festival Orchestra,  
Ben Greet Players,  
Coburn Players.  
The Pasmore Trio.

### **Some Oratorios and Operas Given by the College of Music in Recent Years.**

The Messiah .....	.....	Handel.
Elijah.....	.....	Mendelssohn.
St. Paul .....	.....	Mendelssohn.
Hymn of Praise.....	.....	Mendelssohn.
The Creation .....	.....	Haydn.
The Holy City .....	.....	Gaul.
St. Cecelia Mass .....	.....	Gounod.

## OHIO UNIVERSITY

II Trovatore.....	Verdi.
Bohemian Girl.....	Balfe.
Pirates of Penzance.....	Sullivan.
Mikado.....	Sullivan.
Princess Bonnie.....	Spenser.
Little Tycoon.....	Spenser.

**Program of Recitals.**

The following programs of recitals will give an idea of the musical events in the College Auditorium. Some of these programs, as can be seen, were given by visiting artists, while others are specimen programs given by pupils in the graduating classes of the College of Music.

**PIANO RECITAL**  
*By GRACE HAMILTON MORREY*

I

Gavotte in E.....	<i>Bach-Saint-Saens</i>
Hark! Hark! the Lark!	<i>Schubert-Liszt</i>
Rhapsodie, Op. 119 E Flat	<i>Brahms</i>

II

La Scintilla (The Spark).....	<i>Julia Rive-King</i>
Spinning Song.....	<i>Wagner-Liszt</i>

(From the Flying Dutchman)

Danse des Elfes.....	<i>Sapeltnikoff</i>
Spring Song.....	<i>Mendelssohn</i>
Caprice Espagnol.....	<i>Moszkowski</i>

III

To a Wild Rose.....	<i>MacDowell</i>
---------------------	------------------

Papillons.....	<i>Moritz Rosenthal</i>
Arabesques on the Beautiful Blue Danube Waltzes	<i>Strauss</i>
Arranged for Concert by Schulz-Edler	

IV

Butterfly Etude.....	<i>Chopin</i>
Andante Finale, from "Lucia di Lammermoor"	<i>Donizetti</i>
Arranged for Left Hand Alone by Theodore Leschetizky	
Marche Militaire.....	<i>Schubert-Tausig</i>

MME. SCHUMANN-HEINK

MRS. KATHERINE HOFFMANN, Accompanist.

1. Recitative and Aria from "Titus"..... *Mozart*
2. a. Ich Liebe Dich..... *L. von Beethoven*  
b. Nene Liebe, Neues Leben..... *L. von Beethoven*  
c. Der Tod und das Mädelchen..... *Schubert*  
d. Rastlose Liebe..... *Schubert*  
e. Erl König..... *Schubert*
3. a. Die Lotos Blume..... *Schumann*  
b. Frühlingsfahrt..... *Schumann*  
c. Die Mai Nacht..... *Schumann*  
d. Meine Liebe Ist Grun..... *Brahms*  
e. Cradle Song..... *L. Stein*  
f. Das Erkennen..... *Loewe*
4. a. The Rosary..... *Nevin*  
b. O let Night Speak of Me..... *Chadwick*  
c. Danza..... *Chadwick*  
d. His Lullaby..... *Carrie Jacobs-Bond*  
e. Love in a Cottage.....



GYMNASIUM

## OHIO UNIVERSITY

## A RECITAL IN ENGLISH

...OF...

Songs, Ancient and Modern

AND....

A Recitation to Music

By DAVID BISPHAM

ASSISTED BY

MR. HARRY M. GILBERT, Piano.

## OLD SONGS

- O, Ruddier Than the Cherry,  
(Acis and Galatea) . . . . . G. F. Handel  
Believe Me, If All Those Endearing  
Young Charms, . . . . Tom Moore's Irish Melodies  
Down Among the Dead Men, (T. Dyer) . . . . Jacobite Song

## BALLADS

- Tom, the Rhymer, (Scottish Ballad)  
Edward, (Percy's Reliques) } . . . . . Carl Loewe  
The Wedding Song, (Goethe) } . . . . .

## MODERN SONGS AND OPERATIC EXCERPTS

- Danny Deever, (Rudyard Kipling) . . . . . Waller Damrosch  
The Old Boatman, (Howard Weeden) . . . . . Mrs. Freer  
Banjo Song, (Howard Weeden) . . . . . Sidney Homer  
Invocation to Youth (Paoletta) . . . . . Pietro Floridia  
Song of the Flint (The Cave Man) . . . . . Wm. J. McCoy

## RECITATION TO MUSIC

The Raven, (Edgar Allan Poe) . . . . . Arthur Bergh

## PIANO-FORTE RECITAL

GIVEN BY

MISS LETA MAE NELSON

ASSISTED BY

MISS HARRIET KELLEY,

MR. MAC BETHEL.

1. Sonata op. 32, No. 3 . . . . . Beethoven  
Allegro  
Mennetto  
Presto
2. Aria Liete Signor, from Gli Ugonotti . . . . . Meyerbeer  
MISS KELLEY
3. Etude, op. 10, No. 12, . . . . . Chopin  
Preludes, op. 28, Nos. 17 and 22, . . . . . Chopin  
Hungarian . . . . . MacDowell  
Dance of the Gnomes, . . . . . Liszt  
Polonaise, op. 46, No. 12, . . . . . MacDowell
4. Thy Beaming Eyes, . . . . . MacDowell  
Flower Rain . . . . . Loreman  
MISS KELLEY
5. Emperor Concerto, No. 5 . . . . . Beethoven  
Allegro  
Orchestral parts played on second piano by Mr. Bethel.

## COLLEGE OF MUSIC

## SONG RECITAL

BY

FRANK BARTLETT KURTZ  
ASSISTED BY  
MISS SYLVIA MOORE.

- MISS MOORE

  1. Toreador's Song—(Carmen)
  2. Concert Etude
  
  3. Spirit Song  
In Questa Tomba  
The Double  
My Abode
  
  4. Morning Mood—(Peer Gynt Suite)  
In Deep Woods—(New England Idyls)

MISS MOORE

- 5. It Is Enough—(Elijah) .
  - 6. The Moths .

MISS MOORE

  - 7. Border Ballad  
Dio Possente—(Faust)

### PIANO-FORTE RECITAL.

GIVEN BY

MABEL EMMA STEWART  
ASSISTED BY  
LETA MAE NELSON,  
MAC BETHEL.

- |    |  |  |
|----|--|--|
| 1. | Sonata, No. 25<br>New England Idylls, op. 62<br>(a) In Deep Woods<br>(b) Indian Idyll<br>(c) From Puritan Days   | Dom Scarlatti<br><i>MacDowell</i>                                |
| 2. | Rondeau Brilliant<br>My Heart at Thy Sweet Voice<br>(Samson and Delilah)   | <i>Von Weber Liszt</i><br><i>Saint-Saëns</i>                     |
| 3. | Peer Gynt Suite, op. 46<br>Day Break (when Peer Gynt deserts home<br>and love)<br>The Death of Aase (returning, he meets<br>mother's funeral cortège)<br>Anitra's Dance (Gypsie king's daughter fas-<br>cinates Peer Gynt)<br>In the Hall of the Mountain King (Imps<br>chase Peer Gynt) | MISS NELSON<br><i>Grieg</i>                                      |
| 4. | Ballade, op. 23<br>'Twas April<br>The Moon Drops Low (Indian Song)<br>The Nightingale  | <i>Chopin</i><br><i>Nevin</i><br><i>Cadman</i><br><i>Stevens</i> |
|    |  | MISS NELSON  |



BOYD HALL

COLLEGE OF MUSIC

17

5. Concerto, c. min. op. 37 . . . . .

Allegro

Largo

Rondo

Orchestral parts played on second piano by Mr. Bethel

RECITAL

GIVEN BY

The Class of 1911

Tuesday Evening, June 13.

1. Ballade in C minor . . . . .

MABEL STEWART

2. The Parting Hour . . . . .

The Lass with the Delicate Air

HARRIETT KELLEY

3. Dance of the Elves . . . . .

Caprice Espagnol

ETHEL RADCLIFFE

4. Polonaise in A flat . . . . .

CARL KENNETH FERRELL

5. Vilanelle . . . . .

LETA MAE NELSON

6. Berceuse . . . . .

Sextette from "Lucia di Lammermoor" .

Arranged for Left Hand Alone

HARRIETT KELLEY

7. Ballade in A flat . . . . .

LETA MAE NELSON

*Beethoven*

*Chopin*

*Ellen Wright*

*Arne*

*Sapellnikoff*

*Moskowsky*

*Chopin*

*dell' Acqua*

*Chopin*

*Donizetti*

*Leschetizki*

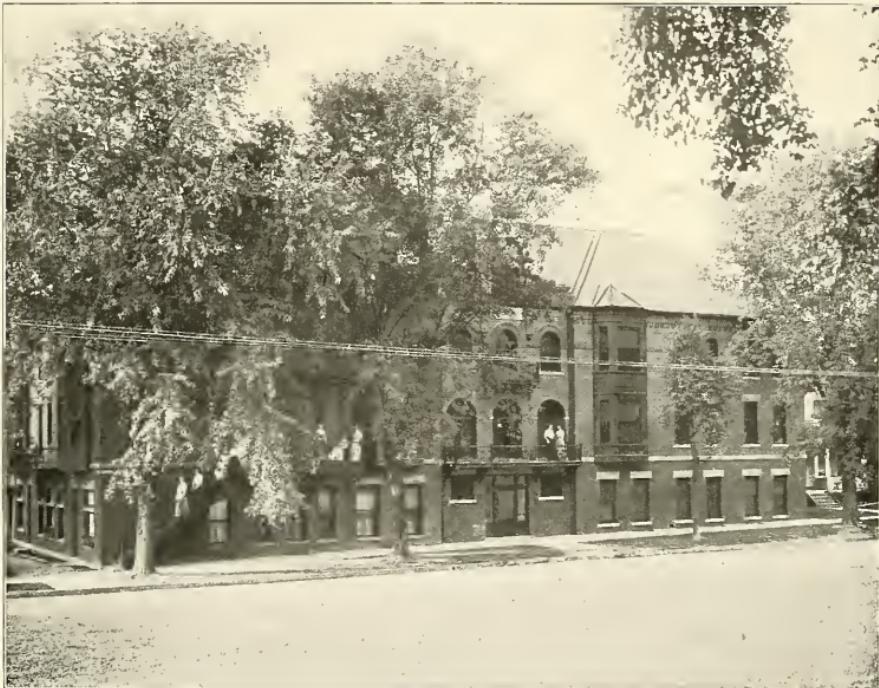
*Chopin*

List of Students

Adams, Clara Angeline.....	Utica
Alderman, William Elijah.....	Athens
Alexander, Rosanna Blanche.....	Haverhill
Allan, Marian.....	Athens
Allard, Florence Emaline.....	Jackson
Arndt, Mary Hannah.....	Indianapolis, Ind.
Atkinson, Gertrude Aldine.....	Athens
Atkinson, Zillah Fern.....	Zanesville
Bailey, Laura Belle.....	Athens
Baker, Esther Viola.....	Amherst
Baker, Julia.....	Zanesville
Baker, Lillian V.....	Amherst
Barnes, Nora Esther.....	Radcliff
Barton, Mary Hazel.....	Rutland
Battin, Clyde Raybould.....	Athens
Bean, Bailey F. ....	Cadwallader
Bean, Mary Jane.....	Nelsonville
Bethel, McKinley.....	Athens
Bethel, Raymond Culver.....	Plainview, Texas
Bibbee, Mayme Hannah.....	Athens
Biedel, Clara Fern.....	Watertown
Boelzner, Lena Ellen.....	Athens
Boelzner, Wilhelmina Rosina.....	Athens
Bonawit, Vernice Luella.....	Rising Sun
Bowser, Ida Elizabeth.....	Columbus
Braden, Alma Doris.....	Knightstown, Ind.
Brehman, Hazel Beatrice.....	Bucyrus
Brickles, Flora Rebecca.....	Athens
Brown, Worley Evert.....	Glouster

## OHIO UNIVERSITY

Bryson Lucy Weethie,	Athens	Corbett, Amma Rose.	Hudson
Buchanan, Edith Amanda.	Basil	Cotter, Ruth Margaret.	Corning
Buchanan, James William.	Basil	Cox, Ray Valentine.	Proctorville
Burleigh, Viola May.	Athens	Cromley, Edythe Baker.	Athens
Burrell, George Richard.	Freeport	Crossen, Constance Zura.	Athens
Burriss, Mary Esther.	Mt. Pleasant	Cuckler, Katherine Eunice.	Athens
Burson, Ethel Frances.	Athens	Cunningham, Mabel Keturah.	Steubenville
Burson, Lucile Coe.	Shade	Dailey, Margaret Foster.	Athens
Bush, Gordon Kenner.	Athens	Danford, Dorothy Adene.	Glouster
Butler, Miriam Morris.	Carrolton	Danford, Montana.	Beallsville
Byington, Lavina.	Lakeside	Davidson, Ralph Edwin.	Athens
Cameron, Arthur Edward.	Athens	Davis, Chester Francis.	Glouster
Canny, Harry Floyd.	Athens	Davis, Lena Elizabeth.	Glouster
Carpenter, Edith Marie.	Athens	Davis, Mabel Claire.	Glouster
Carter, Memphis Tennessee.	Ennis, W. Va.	Davis, John Richard.	Glouster
Caster, Lovina.	Carpenter	Davis, Margaret Anne.	Clay
Chappelear, Faith.	Athens	Davis, Ruth Myers.	Athens
Cherrington, Homer Vergil.	New Straitsville	Davis, Winifred Jane.	Oak Hill
Christman, Mary Edith.	Coalton	Doak, Carroll David.	Seaman
Clubb, Catherine Downer.	Athens	Donaldson, Katherine Ruth.	Youngstown
Clark, Elizabeth Edith.	Hillsboro	Dowd, Olive Gertrude.	McArthur
Claypool, Garnet Louise.	Nelsonville	Drury, Marie.	Glouster
Cline, Edna Blanche Claire.	Albany	Dunstan, Flavia Adelaide.	Granville
Cochran, Fannie Helena.	Dresden	Duppstadt, Elsie Mary.	Somerset, Pa.
Connett, Elizabeth Brown.	Athens	Dye, Frank Argyll.	Zanesville
Connett, Raymond Wendell.	Athens	Dye, Marian Rebecca.	Hamden
Cooperider, Charles Knesal.	Brownsville	Eby, Mary Floy.	Ashland
Copeland, Edna Florence.	Athens	Eddy, Mildred Arline.	Athens
Copeland, Nelle Elizabeth.	Athens	Edwards, Rue Folsom.	West Carlisle
Copeland, William Franklin, Jr.	Athens	Elhooff, Lena.	Stockdale



**WOMEN'S HALL.**

## OHIO UNIVERSITY

Ernest, Emma Louise.....	Vermilion	
Evans, Anna Lenore .....	Gloster	
Falloon, Helen Worth.....	Atheus	
Farquhar, Winona Josephine .....	Gambier	
Farrar, Naola May .....	Charleston, W. Va.	
Fenzel, Maude Lillian .....	Athens	
Ferrell, Carl Kenneth .....	Zanesville	
Figley, Alice Evelyn .....	Chillicothe	
Finsterwald, Nelle .....	Athens	
Foltz, Iva Grace .....	North Baltimore	
Ford, Katherine .....	Lima	
Foster, Elva Margaret .....	Houston, Ky.	
Foster, Frances .....	Athens	
Foster, Ruth .....	Athens	
Foutch, Lena Elizabeth .....	Athens	
Frost, Eva Della .....	Athens	
Gill, Myrtle Eulalia .....	Youngstown	
Gillilan, Lurene .....	Amesville	
Goddard, Mary Eliza .....	Amesville	
Goldsberry, Blaine Randolph .....	Athens	
Goodrich, John Atherton .....	Lee's Creek	
Griggs, Elma Australia .....	Junction City	
Grover, Faye .....	Pine Grove	
Guthery, Lois Mayme .....	La Rue	
Haller, Carl Reynold .....	Cleveland	
Harper, Aileen Loretta .....	Keystone, W. Va.	
Harvey, Donald Lee .....	Lancaster	
Harwick, Curtis John .....	Athens	
Hastings, Stanley Miller .....	Zanesville	
Hayes, Clara Genevieve .....	Athens	
Hayes, Winifred Alice .....	Athens	
Henry, Alice Minerva .....	Athens	
Hibbard, George Morrison .....	Athens	
Higgins, Hannah Louise .....	Athens	
Higgins, Leight Monroe .....	Athens	
Hodges, Gladys Florence .....	Mt. Sterling	
Hoop, Laura Gertude .....	Jackson	
Horton, Minnie Helena .....	Lockwood	
Hughes, Milton De La Haye .....	Monroeville	
Hunt, Hazel Elizabeth .....	Somerset	
Jacoby, Marcella Juanita .....	Canaanville	
Johnson, Helen Turner .....	Kimball, W. Va.	
Johnson, Laura Faye .....	Athens	
Jones, Amanda Sophie .....	Buckingham, Va.	
Jones, Mostyn Lloyd .....	Athens	
Jones, Olwen Elizabeth .....	Athens	
Kelley, Hattie Luella .....	Lima	
Kelley, Mabel Louise .....	Newport News, Va.	
Koops, Lena Imogene .....	Athens	
Koops, Nelle Murael .....	Athens	
Krapps, Hazel Leona .....	Athens	
Krapps, Zelma Katherine .....	Athens	
Kuitz, Frank Bartlett .....	Athens	
Lantz, Dena Merle .....	McArthur	
Lantz, Purle Frances .....	McArthur	
Law, George Gun .....	Portland, Oregon	
Lawlor, Eunice Marie .....	Youngstown	
Lawrence, Lydia Grace .....	Guysville	
Leete, Constance Grosvenor .....	Athens	
Leete, Louise Grosvenor .....	Athens	



ART STUDIO

## OHIO UNIVERSITY

Lewis, Lu Berenice.....	Rushville	Mitchell, Enid Geraldine.....	New Matamoras
Lindsay, Ida Alice.....	Gnadentuttten	Mills, Helen Mildred Josephine.....	Athens
Liston, Eugenia May.....	Portsmouth	Mitchell, Eva Louise.....	Pt. Pleasant, W. Va.
Lively, Sarah Joanna.....	Albany	Moore, Frederick Darrell.....	Athens
Logan, Elizabeth Merle.....	Athens	Moore, Margaret Elizabeth.....	Martins Ferry
Lomax, Josephine Beatrice.....	Buckingham, Va.	Morgan, Mamie Clara.....	Clarksburg
Loyd, Helen.....	Glouster	Morris, Edward Armstrong.....	Highland
McBee, Edith Forrest.....	Athens	Morris, Mary Elizabeth.....	Youngstown
McCarthy, Carmen Valeska.....	Junction City	Morse, Goldie Anne.....	Albany
McDonald, Flora Vista.....	McConnelsville	Morton, Robert Lee.....	Brownsville
McDowell, Gladys Aileen.....	Columbus	Morton, Rosa Creta.....	Jacksonville
McKee, Helen Josephine.....	Caldwell	Morton, Sarah Margaret.....	Brownsville
McKinstry, Cassandra Bartlett.....	Athens	Mowrey, Etta Floy.....	Laurelville
McLeod, Constance Trueman .....	Wyoming	Myers, Faith Lavonne.....	Athens
McNeal, Florence E.....	Waterford	Nelson, Leta Mae.....	Nelsonville
McVay, Charles Don.....	Athens	Nelson, Margaret Lucile.....	Nelsonville
Mallett, Jennie.....	Summerfield	Nye, Bessie.....	Chautney
Mann, Samuel David.....	Athens	Pake, Edward Howe.....	Bainbridge
Mardis, Myrtle.....	Columbus	Palmer, Edith.....	Athens
Marshall, Iva Gladeen.....	Coshocton	Parker, Edna Lucile.....	Athens
Martin, Edna Blanche.....	Athens	Parker, May Margaret.....	Athens
Martin, Peter Elwyn.....	Athens	Parks, Ralph Waldo.....	Nelsonville
Mello, de, Jose Carlos.....	Para, Brazil	Parks, Sarah Isabel.....	Cadiz
Merritt, Kathleen Wood.....	Tampa, Fla.	Peoples, Mary Foster.....	Athens
Merwin, Addie Tullis.....	Athens	Peters, Edith McKnight.....	Mt. Gilead
Merwin, Margaret Blanche.....	Athens	Phillips, Alice Alderman.....	Athens
Michener, Effie.....	Chesterhill	Phillips, Eleanor Primrose .....	Athens
Micklethwaite, Louise.....	Portsmouth	Pickering, Anna Katherine.....	Athens
Miesse, Florence Marguerite.....	Chillicothe	Pickering, Grace Gertrude.....	Athens
Millikan, Agnes Dyson Beck.....	Athens	Poole, Helen Irene.....	Atlanta, Ga.



GIRLS' GLEE CLUB.

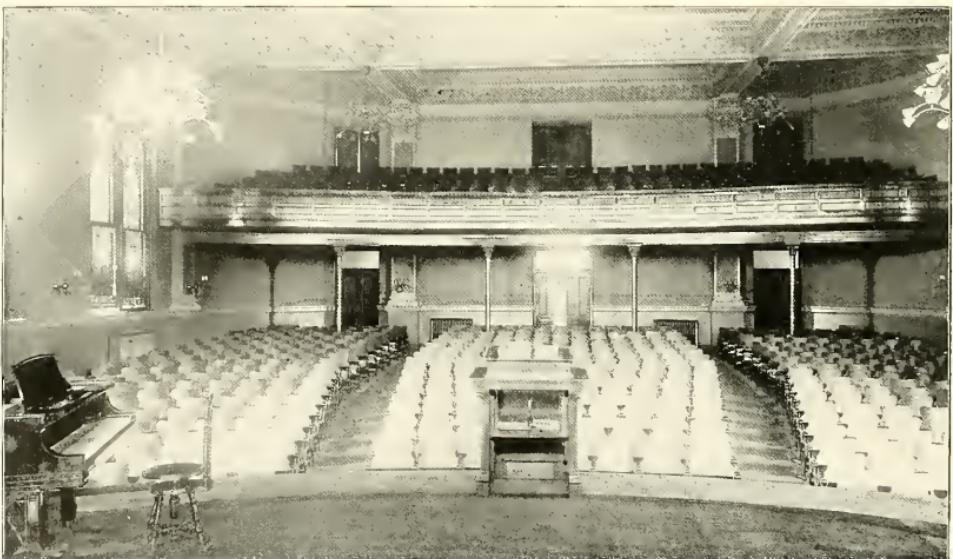


UNIVERSITY GLEE CLUB

## COLLEGE OF MUSIC

25

Portz, Adelle Alice.....	Stone Creek	Athens
Potts, Pearl Lucile.....	Amesville	Pomeroy
Prine, Maud Harriet.....	Ashtabula	New Straitsville
Pritchard, Margaret Gillan .....	North Baltimore	Athens
Radcliff, Ethel Omega.....	Athens	Clarington
Ramsey, Carl Ellis.....	Athens	Lancaster
Ray, Viva Louisa.....	Hamden	Canistee, N. Y.
Redding, Laura Lorinda .....	Athens	Athens
Reeder, Grace.....	Athens	Chesterhill
Richards, Jesta McDaniel.....	Athens	Hannibal
Richeson, Marian Cromwell.....	Athens	Athens
Ridenour, Clarence Ray.....	New Lexington	Athens
Ridenour, Harry Lee .....	New Lexington	Athens
Ringwalt, Pearl Marie.....	Chillicothe	New Concord
Roach, Edith Marie.....	Athens	Canton, China
Roberts, Sarah Ellen.....	Columbus	Stone Creek
Robinson, Maude Jane.....	Institute, W. Va.	Grove City
Robinson, Rex Harmon.....	Albany	Athens
Rogers, Ruth Estella.....	Amherst	Rutland
Rucker, Ethelinda.....	Rappensburg	Hannibal
Russell, John Edgar.....	S. Burgettstown, Pa.	Holgate
Sayre, Arthur Alan.....	Athens	Gnadenhutten
Schaeffler, Charles Harry .....	Athens	Zanesville
Secoy, Ina Leona.....	Athens	Bruin, Pa.
Shanton, Leora.....	Williamsport	Delta
Shira, Katherine Loos.....	La Rue	Oreton
Shirkey, Della Miriam.....	Jacksonville	Bidwell
Shively, Harold Hastings .....	McArthur	Canaanville
Skinner, Ada Chalfant.....	Athens	Athens
Skinner, Esther Florence.....	Lancaster	
Slutz, Raymond Mahlon.....		
Smith, Winifred Racinia.....		
Sprankel, Goldie Leyshon .....		
Stailey, Charles Elmo.....		
Starr, Elma Vera.....		
Stauffer, Cela Louise.....		
Stevenson, Anna Faye.....		
Stewart, Mabel Emma.....		
Strawn, Goldie May.....		
Strode, Hazel Dean.....		
Suter, Stella Nettie .....		
Taylor, Olive May.....		
Thurlow, Genevieve Baker.....		
Tom, Fred Lee.....		
Tong, Ka Chang .....		
Troendly, Fannie Ruth .....		
Tyler, Loretta .....		
Ullom, Charlotte Devol .....		
Van Valey, Gladys Lucile .....		
Van Zandt, Hazel Marie .....		
Voegtly, Nelle Leona .....		
Voigt, Tillie Margaret .....		
Walcott, Fannie .....		
Walker, Jessie Murray .....		
Walker, Lillian May .....		
Waltz, Kathryn Florence .....		
Warner, Nora Teresa .....		
Watts, Sallie Margaret .....		
Webster, Frances Elizabeth .....		
Welch, Edwin Charles .....		



**AUDITORIUM.**

## COLLEGE OF MUSIC

27

Welch, Genevieve Cadwallader.....	Athens	Wilson, Florence Craig.....	Athens
Welday, Samuel Oliver .....	Bloomingdale	Wilson, Mary Eleanor .....	Shade
Wells, Harold Kerton.....	Athens	Winters, Frances Alice .....	Athens
Welsh, Martha Lovina.....	Carpenter	Woodruff, Myrtle.....	North Fairfield
Wheaton, Elizabeth .....	Lancaster	Woods, Olah Hooper .....	Athens
White, Clyde Lawrence.....	Coolville	Woodyard, Ethel Lady .....	Shade
Whiting, Ena Melissa.....	Glouster	Wyatt, Bessie Madge .....	Athens
Wilkes, Inez Grace.....	Chadbourne, N. C.	Zenner, Philip McKnight.....	Athens
Williams, Effie Maude.....	Sharpsburg	Zimand, Elizabeth Sara.....	Brooklyn, N. Y.
Williams, Winifred Lelia.....	Athens		





GRADUATING CLASS, 1912





## University Calendar, 1912-13

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### FIRST SEMESTER

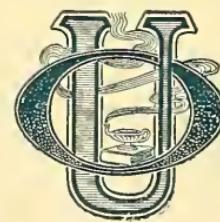
Monday, September 9.....	Registration of Students
Tuesday, September 10.....	Recitations Begin
Wednesday noon, November 27.....	Thanksgiving Recess Begins
Monday noon, December 2.....	Thanksgiving Recess Ends
Friday, December 20.....	Holiday Recess Begins
Monday, January 6.....	Holiday Recess Ends
Friday, January 31.....	First Semester Ends

### SECOND SEMESTER

Monday, February 3.....	Registration of Students
Tuesday, February 4.....	Recitations Begin
Friday noon, March 21.....	Easter Vacation Begins
Monday noon, March 31.....	Easter Vacation Ends
Friday, May 30.....	Holiday
Thursday, June 19.....	Commencement Day and the Close of the Second Semester

### SUMMER SCHOOL

Monday, June 23.....	Registration of Students
Tuesday, June 24.....	Recitations Begin
Friday, July 4.....	Holiday
Friday, August 1.....	Close of Summer School



NEW SERIES

VOL. IX, No. 3

SPECIAL NUMBER

# OHIO UNIVERSITY BULLETIN



A QUARTET OF NEW FORCES  
IN THE  
STATE NORMAL COLLEGE

THE RURAL SCHOOL  
DEPARTMENT OF AGRICULTURE  
DOMESTIC SCIENCE  
MANUAL TRAINING

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ATHENS, OHIO, APRIL, 1912  
PUBLISHED BY THE UNIVERSITY AND ISSUED QUARTERLY

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ENTERED AT THE POST-OFFICE AT ATHENS, OHIO, AS SECOND-CLASS MATTER

## BOARD OF TRUSTEES

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# OHIO UNIVERSITY BULLETIN

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A QUARTET OF NEW FORCES  
IN THE  
STATE NORMAL COLLEGE

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THE RURAL TRAINING SCHOOL  
DEPARTMENT OF AGRICULTURE  
DOMESTIC SCIENCE  
MANUAL TRAINING

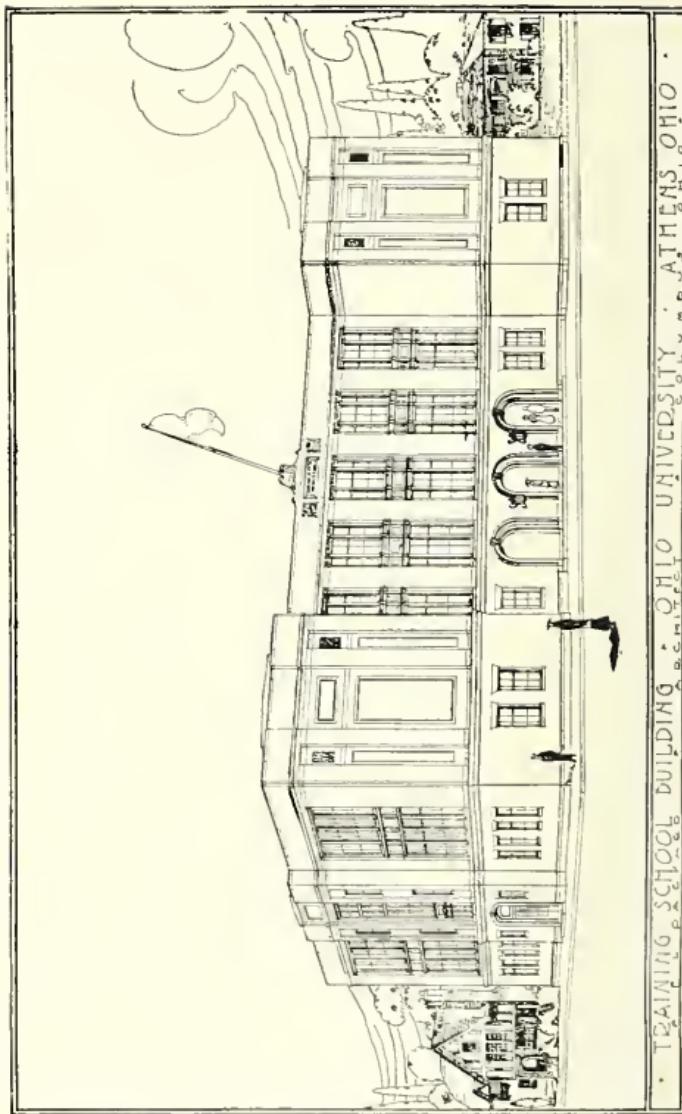
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ATHENS, OHIO, APRIL, 1912





• THEATRICAL BUILDING • OHIO UNIVERSITY • ATHENS, OHIO .



## PREFACE.

In sending forth this Bulletin, the authorities of Ohio University wish to greet the *Rural Teachers* and *Rural People* of South-eastern Ohio, wish to extend to them the hand of fellowship, wish to be neighborly.

Recently, in Ohio University, there have been organized four new departments, each of which was organized for the express purpose of bettering rural conditions.

*The Rural School Department* is now thoroughly organized and is doing a great work for the rural teachers. This department's effectiveness will be in direct proportion to the number of teachers taking training therein, and as there are so many rural schools in need of trained teachers, it is confidently expected that this department will continue to grow in strength. It is not the aim to do merely theoretical work, but, on the other hand, we wish to do practical things in a practical manner.

There is one feature of this work to which we wish to call attention and that is, that it does not require a high-school diploma, or its equivalent, for entrance. While it was thought that the organization of such a department would help the University, it was not organized for that purpose so much as to help the rural teachers, and not so much for *them* as for the *boys* and *girls* who are to be benefited by better preparation of their teachers. For this reason, and because we know that many persons go directly from the eighth grade to the teacher's exalted work, we have made the entrance requirements low, regretting the fact that by so doing we may be, to a certain extent, lowering the college standards, but glad of the opportunity of

lending assistance to those who, for various reasons, have not had the privilege of graduating from high schools, but who will be actively engaged in teaching in the near future.

We extend a most cordial invitation to any and all teachers, or other persons interested, to visit the Rural Training School.

*The Department of Agriculture* is another of the four agencies aiming to better rural conditions. This department is designed to reach the farmer boy *directly*, on the one hand, and through the teacher on the other, but always *to reach him*. The work is not designed to suit farming conditions in level agricultural regions, but to meet the conditions as found here in south-eastern Ohio. The library on this subject is complete, and the apparatus for experimenting, testing, and demonstrating is large and carefully selected. It is confidently hoped that from the work of this department there will be found in this section of the state better farms, better forests, better stock, better orchards, better homes.

Numerous lecturers of prominence on agricultural subjects will speak to the farmers from time to time, and it is earnestly hoped that many people from the rural sections may find it convenient to attend.

*Another department* having for its aim, in part at least, the betterment of the farmer and farm conditions, is that of *Manual Training*. Here the boys, themselves, and the young men and women who are receiving training as teachers of boys and girls labor together in the work-shop. It is not only the aim of this department to teach the boys and girls to be able to use their hands, but to be able to use them to some purpose. The articles made in this work-shop are of real value, but the greater value lies in the knowledge acquired—knowledge that can be used in repairing doors,

fences, granaries, single-trees, cupboards, or anything that may be out of repair about the home, or on the farm, and in the ability to make new things when needed.

The material used is furnished by the University unless the student desires to keep the article made, in which case he is charged only the actual cost of the material used in its construction.

*The Department of Domestic Arts* was opened in the State Normal College in the Fall of 1911, in answer to the growing demand throughout the country for women trained to contend with the problems of everyday life, and of trained teachers to instruct the young girls in the public schools in the branches that are essential to the welfare of the home and the community. While the course offered is primarily for training of teachers, it is also open to the young women of other departments who wish to elect certain branches, and to any persons, not otherwise connected with the college, who wish to register for this work.

Requirement for admission to the diploma course is graduation from an approved first grade high school, or the equivalent.

The department extends a most cordial welcome to all who are interested in the work, and inquiries concerning the work further than any explanation that may be given in this bulletin, will be most gladly answered.

When groups of people, or teachers, desiring such work as herein offered, find it impossible to come to the University for it, they will confer great favor upon the University, if they will organize classes and let a teacher be sent to them. A communication to either of the above departments or to the Dean of the State Normal College, will receive prompt attention.

We realize that the people of Ohio, both rural and urban, and in all sections alike, contribute to the support of this institution, and we do not wish to have this bulletin even seem to welcome one citizen of the state more than another, but we have made especially prominent our invitation to the people of south-eastern Ohio because the University is located in that section of the state, and we feel that we must draw our patronage most largely from that quarter. Like all other institutions, our influence is largely local, and decreases as the distance from the center increases. For this reason, we wish to invite the people in general, the people of south-eastern Ohio more especially, and the people of Athens and neighboring counties in particular, to feel that the doors of Ohio University are always open to welcome you when you can come, and we wish to have you feel at liberty to come often.

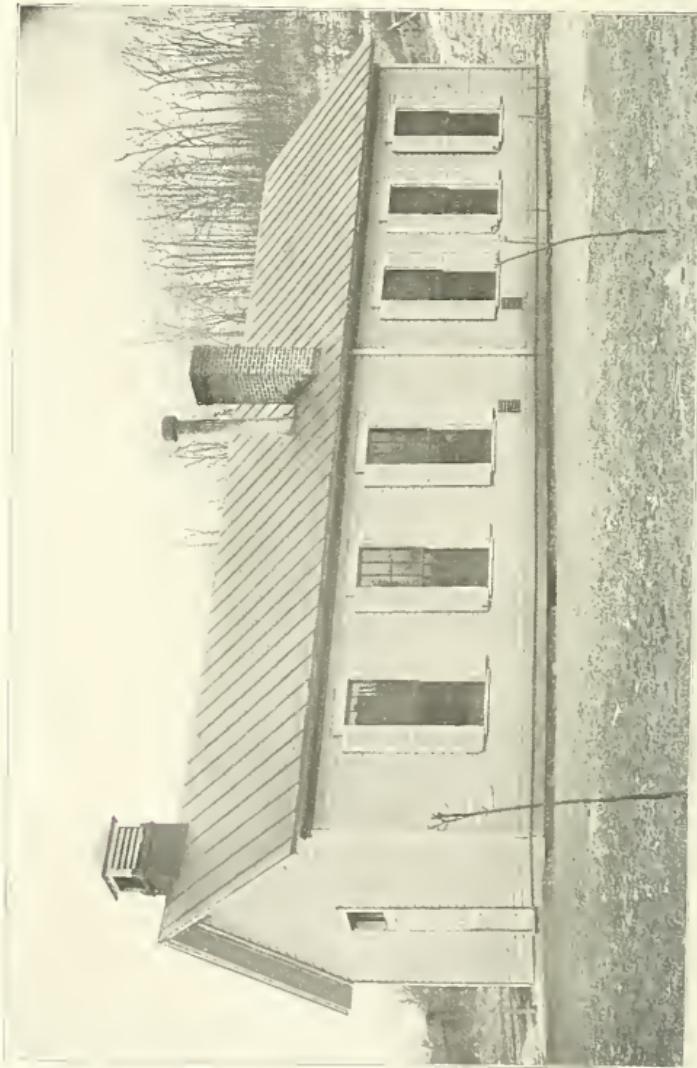


AUTUMN SCENE ON THE CAMPUS.

(The "Central Building" shown on the left was erected in 1817.)

FRONT VIEW OF ELLIS HALL.





RURAL TRAINING SCHOOL — STATE NORMAL COLLEGE.

## THE RURAL SCHOOL DEPARTMENT.

PROFESSOR RICHESON, SUPERVISOR.

FORTY-THREE per cent. of Ohio's population is rural, and included in this great number of people we find some of Ohio's richest and most influential people. As in the case of every other great state or nation the rural people are the foundation stones upon which this great state of Ohio is built.

*For reasons apparent* on every hand, the people of the rural communities have had an awakening and are now wielding an influence second to no other class of persons. They form one of the most intelligent and one of the best read classes of society—always investigating, experimenting, and what not, to better their conditions. These investigations have revealed to them their needs, their powers, and have made of them an element to be reckoned with in all affairs of public concern.

*Such investigations* have revealed to them the conditions of their schools, and no one better knows the needs and utter lack of efficiency of the present system of rural schools than many of the country people themselves.

*The reports of the farmers' institutes* show that in nearly every case the school problem is given a prominent place on the program for discussion, and this is one of the most important sessions of the whole meeting. No parent exists who does not place the education and training of his son or daughter above the care of his land and farm stock.

*In the United States* there are about one hundred and seventy-five state normal schools, established by the state and supported by public funds. These schools are designed primarily for the training of teachers. Is it to be

supposed that the farmers of the United States have not realized the fact that they are paying about one-half of the taxes for the support of these normal colleges, and that this money is generally used to train teachers for service in the city school? True, this may not be the *aim* but the result is the same, whatever the aim—nearly every normal trained teacher seeks a position in the city or village school. Worse than that, these normal schools have been securing the very best of the rural teachers as students for training, and these teachers when trained have sought service in the cities.

*Teachers' Salaries.*—Perhaps some will say that this is because of salary, but the facts scarcely bear out such an assertion. In Hamilton, Franklin, Montgomery, Cuyahoga, Miami, Champaign, Van Wert, Greene, Clark, Clinton, and numerous other counties of the state, there will be many positions open this coming Spring at salaries ranging from \$55 to \$65 per month, which is more than is paid in many of the smaller cities, and nearly all of the villages of the state. There is no reason to believe that these salaries cannot be increased if the teacher shows himself or herself to be worth more to the school. The farmer knows that it pays better to employ an excellent teacher at \$65 or \$70 than a teacher who is not successful, at any price, howsoever low.

Others will say that the environment is not so pleasant in the country districts. That is just as the individual looks at it. If city life with its pleasures is preferred to the healthfulness of the rural districts, the beauty of the fields, the sweet songs of the birds, the association with a plain, rugged, trust-worthy class of people, then the rural environment is less inviting, but to many the pleasures of the country life are unequalled.

*Children Entitled to the Best.*—The fact that almost one-half of the children of the state are under teachers who, for the most part, are untrained, yet whose constituency is paying as much or more than any other class of people for the training of teachers, is one that deserves the serious consideration of all thinking people. This one-half of the children must not be brought up under such conditions, or any other but the best possible.

*Recognizing the needs* of these children for expert teaching, of the rural teachers for training for their work, of the fairness of the plea of the country people for a share of the time and the product of the Normal College, together with its desire to do good not only to the greatest number, but to all, if possible, the authorities of Ohio University organized a Rural Training Department in connection with its Normal College in the Fall of 1910. In doing so it takes rank as one of the few colleges of the country doing efficient work along this line, and from this work it is confidently expected that the rural school teachers will be teachers of greater ability in the near future, that they will know how to plan the work for the day and for the year, that they will know how to use their time to the best advantage, that they will be better prepared and trained, that they will, in short, be better teachers.

*The importance of the training of teachers* cannot be overestimated and this should be thoroughly impressed upon the minds of everyone who is looking to the teaching profession as a life work. It is even more important that teachers in the rural schools should be impressed with this fact than the teachers of the village or city schools, for the teachers of such systems of school are under the eye of a competent superintendent, while the rural teachers in a great majority of cases in our state are allowed to work without super-



INTERIOR OF ONE OF THE RURAL TRAINING SCHOOLS.

vision or guidance of any kind. In many cases these teachers have a great deal of natural ability but fail because they do not know how to do the work in the school room and they have no one to show them. Without training and without supervision, the rural teacher is more liable to fail than to succeed.

*The department established at Ohio University is designed primarily to help just such teachers and start them on their way properly, and to assist those who have already started but feel the need of training.* This school is in many ways unique. A great many normal colleges have established rural training schools on their campus—that is, a rural training school in town—but here we have a training school in the country, where country children are in attendance, country environments are found, and everything that goes to make up an ideal rural school. Yet this school is in easy reach of the college, being removed no more than three-quarters of a mile from the college campus, and the street for the entire distance is paved with brick. A student can easily reach the building in ten minutes.

*The work in this department is designed to meet the needs of the rural teachers.*

A course in *Rural School Didactics* is given, in which are discussed the proper attitude of the teacher towards the profession, the proper training for teachers, the relation that the school and the home bear to each other, the means of securing the best results in the school room, the correlation of subjects, the proper combination of classes, the methods and need of supervision, the consolidation of weak schools, and the best methods of instruction to be employed in the rural schools.

Following the subjects of methods as shown above, will be given a course in *Rural School Course of Study* in which



INTERIOR OF ONE OF THE RURAL TRAINING SCHOOLS.

a number of practical courses of study will be studied, together with a study of the Report of the Committee of Twelve. This class will aim to develop a practical course of study, designed especially for use in the rural schools.

Classes will not only be taught as designated hereafter in the outline of this course in Rural School Didactics and in Rural School Course of Study, but classes in these two branches will be organized about the middle of the second semester to accommodate teachers coming in after the close of their schools.

*In the Training School connected with this department, the work as taught in the college class-room, is exemplified in actual school work. In this school, of which there are two rooms, are to be found the entire eight grades. Each room is presided over by a skilled critic teacher who is a graduate of the State Normal College and who has had several years of successful experience in teaching. Over these two critic teachers is an experienced supervisor who is also a graduate of the State Normal College, from the four-year course, and who teaches professional and academic subjects in the State Normal College.*

In this Training School there can be observed practical work in the teaching of music, agriculture, drawing, and such manual training work as cutting, pasting, and folding, for busy work in the lower grades, besides strong work in the usual school branches. Classes are organized for the study of bench work in the higher grades and also for domestic science, but as yet these classes are forced to take the work in these respective departments at the college, although it is hoped that conditions will be such that they may be taught at the school building during the next school year.

*A New School building* will be erected for the Rural Training School the coming year.

*A Mothers' club* has been organized and from it much good is sure to result. A reading club is also a new innovation. In this club are enrolled the pupils of the Seventh and Eighth Grades, and it is formed for the purpose of devoting one hour each week to the study of classic literature suited to their grades. All the teachers connected with this Department are members of this club and it promises to be a very helpful influence. This club meets once a week, and the Mothers' club once a month, each of them meeting at 3:00 o'clock P. M., and continuing in session for one hour.

Thus it can readily be seen that it is the aim of this department to give to the children of this school every advantage that is enjoyed by the pupils of village and city schools, and not only that but to teach other teachers of the state to do the same thing for their schools.

*The Two-Year Course* provided for rural teachers does not require graduation from a four-year high school as a prerequisite for admission. However, no diploma under the Hawkins law can be granted for the completion of this course. For this reason, provision will be made for the graduates of four-year high school courses to take the regular two-year course in elementary education, in which the special courses in Rural School Methods, Observation, and Practice, will be substituted for courses in similar subjects required in that course. Then the graduate from the Rural School Course will be granted a diploma which will have the same value and receive the same recognition as a diploma issued on completion of the two-year course for elementary teachers—a State Life Certificate to teach.

*We strongly urge high-school graduates* to take this course, for the rural schools of Ohio are very much in need

of teachers who have received training equal to the training required of teachers for the towns and cities.

### Rural School Course for Teachers.

#### First Year.

FIRST SEMESTER.		SECOND SEMESTER.	
United States History.....	3	United States History.....	3
Advanced Arithmetic and methods .....	3	Grammar .....	3
Physical Geography .....	3	Political Geography.....	3
American Literature .....	3	American Literature.....	3
*Rural School Didactics.....	3	Civil Government.....	3
		Rural Schcol Course of Study .....	2

#### Second Year.

FIRST SEMESTER.		SECOND SEMESTER.	
Psychology .....	3	Theory and Practice.....	3
Civic Biology (Nature Study) .....	3	Elementary Agriculture.....	3
English Literature.....	3	English Literature.....	3
Composition and Rhetoric..	3	School Management and School Law .....	2
**Teaching .....		Teaching .....	

\* Courses in Rural School Didactics, Rural School Course of Study, and School Management and School Law will be organized at the middle of the second semester to accommodate teachers entering after the close of their schools.

\*\* A great deal of latitude will be allowed students in electing branches to make up the required amount of work. These subjects can be selected from the mathematical, science, history, or English departments. No student will be allowed to carry more than 17 semester hours.

## AGRICULTURE.

AGRICULTURAL INSTRUCTION at Ohio University had its origin in the department of Elementary Science in connection with the work in Botany and Nature Study. School Gardens were introduced in 1908 and may be considered the initial step in agricultural instruction. It should be said, however, that closely related subjects such as Botany had been taught for a number of years. Special courses in agriculture soon followed the school gardens and the increasing demand for such work resulted in the establishment of a special department for this instruction. The Department of Agriculture was established in June 1911. The primary object is to equip teachers for giving instruction in agriculture in the public schools. At the present time most teachers are not prepared for this special instruction, hence it is necessary to modify this purpose somewhat and give lessons in subject-matter as well as in method.

While it is true that we cannot teach without something to teach, it is also true that we may have something to teach and still not be able to teach. This latter condition is not infrequent in teachers who are expected to teach agriculture. If the instruction in this department helps in correcting this condition, it will be accomplishing its purpose.

*The lessons are practical* rather than detailed or scientific. The department is being equipped with modern apparatus with which to demonstrate important lessons of farm-life. Provisions are made for enlarging this equipment in accordance with the growing needs of the department. An excellent reference library has been provided for the use of agriculture students. This consists of a few hundred volumes of the latest and best literature on the subject, and



CLASS IN AGRICULTURAL INSTRUCTION.

sufficient funds are available for purchasing others as they appear from time to time.

*The general plan* of the courses in agriculture is to have the major part of the work done in the field or laboratory. In the four-hour courses there are two recitations and two laboratory exercises per week. In the three-hour courses, one recitation and two laboratory periods of two hours each. To carry out this plan the University has a well equipped agricultural laboratory where many important lessons can be demonstrated and studied. This includes such exercises as soil study, seed testing, milk testing, machines, farm accounts, farm plans, plants under laboratory conditions, and the use of the more common and practical pieces of agricultural apparatus.

*For out-door study*, lessons are selected to meet the needs of the students. Prominent among these are the field crops, farm animals, gardens, orchards, with their ever present insect and fungus enemies. As far as possible the lesson discussed in the class room and demonstrated in the laboratory will be studied in a more practical way in the field. While any given subject can be considered at any convenient season in the recitation, its proper demonstration in the field must be conducted at the proper season and under ordinary or natural conditions. It should be said, however, that many agricultural problems furnish some phase of study for most seasons of the year. Laboratory studies are given during the winter season and the out-door studies during the summer months.

*Diploma in Agriculture*.—Provision is now made for a two-year course, at the completion of which students are granted a diploma in School Agriculture. No attempt has been made to arrange a rigid course but considerable ap-

portunity is given for students to elect such work as will best suit their special needs.

Below is given a brief description of the courses in agriculture proper; a summary of the requirements for completion of the two-year course; and an outline of required and elective studies by semesters. This department desires to call special attention to the Short Winter Course, and to say that the work for the Summer School is not herein described but that a description of this work appears in the Summer School Bulletin. This bulletin can be obtained by writing to the University or State Normal College.

*Course 1—General Agriculture*—This course is given during the first semester of the freshman year; during the summer school; and for the last six weeks of the second semester beginning about the first of May. The plan of this course, as the name implies, is to give students a general idea of the subject. This is a four-hour course and is conducted on the laboratory and recitation plan—two laboratory periods of two hours each and two recitations of one hour each per week. For demonstration, use is made of the common field, garden, and orchard crops. This includes such problems as fall planting, harvesting, storage, and some important plant diseases. The other features of farm-life are given equal consideration. At the completion of this course students are expected to have a working knowledge of agricultural materials. Warren's Elements of Agriculture is used as an outline for this course.

*Course 2—Horticulture*—This is a four-hour study and is planned for the second semester of the freshman year as a continuation of Course 1. The lectures, recitations, and reports will cover a general survey of the subject, and especially to suggest opportunities open in different phases of horticulture. The out-door work will consist of demon-

strations and studies of material properly belonging to that season of the year—spraying, pruning, planting; also plans for gardens, orchards, and lawns. At this time a more careful study will be made of the more important insect and fungus enemies. Two field lessons of two hours each and two recitations of one hour each per week.

*Course 3—Forestry*—This course aims to give students a knowledge of forest conditions, their distribution, and the economic possibilities in tree planting. As far as possible this is done out in the field where the importance of trees can be considered as soil-makers, wind-brakers, and money-makers. Both the economic and aesthetic values are considered. Emphasis is placed on the value of forestry as a school study. Some time is given to a study of forest reservations, forest reclamation and methods of handling forest products. This is a three-hour course consisting of one recitation and two field lessons per week. It is offered during the first semester of the sophomore year.

*Course 4—Farm Animals and Farm Crops*—This course is planned to give students a knowledge of the most important farm animals of the different types, and elementary lessons in feeding, balanced rations, and judging. Concerning farm crops, studies are made of selection, planting, crop rotations, and artificial fertilizers. This is a three-hour course. One recitation and two laboratory sessions per week. It is given during the second semester of the sophomore year.

*Course 5—Evolution and Heredity*—This is the course formerly offered during the winter term. It is now scheduled for the first semester of the sophomore year. The plan of the work is to consider a few of the prominent theories of evolution or heredity or both; especially those of interest to animal and plant breeders. Another promi-



PUPILS PREPARED FOR WORK IN SCHOOL GARDEN.

nent feature in this course is to consider these subjects in relation to man. This course presupposes some knowledge of botany and zoology. Three recitations per week during the first semester of the sophomore year.

*Course 6—Rural Economics*—Students taking the two-year course in agriculture are allowed to substitute Commercial Law for Course 6. The aim of this study is to consider some of the important farm problems, such as wages, rent, marketing, labor, land, crops, and their related problems. Some time will be devoted to a discussion of the possibilities of the small farm, the large farm, intensive and extensive culture, and also to consider to what extent farm operations can be foretold and directed according to a farm plan. The class will meet for three recitations per week during the second semester of the sophomore year.

**Course in School Agriculture, Ohio University, State Normal College, Athens, Ohio.**

Time required—Two years.

Entrance requirements—15 units.

Summary of requirements for completion of Course:—

Subject.	Semester.	Year.	Credit Hours.
General Agriculture .....	First .....	Fresh. ....	4
Horticulture .....	Second .....	Fresh. ....	4
Forestry .....	First .....	Soph. ....	3
Farm Animals and Farm Crops.....	Second .....	Soph. ....	3
Evolution and Heredity.....	First .....	Soph. ....	3
Rural Economics or Commercial Law	Second .....	Soph. ....	3
Plant Histology and Plant Ecology..	First .....	Soph. ....	3
Plant Morphology and Plant Physi- ology .....	Second .....	Soph. ....	3
Civic Biology .....	First .....	Fresh. ....	4
Civic Biology .....	Second .....	Fresh. ....	3

<i>Subject.</i>	<i>Semester.</i>	<i>Year.</i>	<i>Hours.</i>	<i>Credit</i>
Zoology .....	Second .....	Fresh. ....	3	
Chemistry .....	1st and 2d....	Soph. ....	6	
Rural School Didactics.....	First .....	Fresh. ....	3	
Domestic Science or Manual Train- ing .....	First .....	Fresh. ....	2	
				47
From the following Professional and College Studies—Hours to elect .....				18
				65

*Professional Studies*—School Administration and School Law, History of Education, Science of Education, Ethics, Secondary Course of Study, Psychology, Logic, Paidiology, Supervision and Criticism, Sociology, Teaching.  
*Or*;—Agricultural Chemistry, Farm Accounts, Advanced Botany, Vertebrate Zoology, Physiography, Soils, Geology, Cement, Domestic Science, Manual Training.

### Diploma Course in School Agriculture.

#### FRESHMAN YEAR.

*First Semester*—General Agriculture 4, Civic Biology 3, Rural School Didactics 3, Domestic Science or Manual Training 2, Chemistry 3.      *Second Semester*—Horticulture 4, Civic Biology 3, Zoology 3, Chemistry 3, Electives 3.

#### SOPHOMORE YEAR.

*First Semester*—Forestry 3, Evolution and Heredity 3, Plant Histology and Plant Ecology 3, Electives 6.      *Second Semester*—Farm Animals and Farm Crops 3, Rural Economics or Commercial Law 3, Plant Morphology and Plant Physiology 3, Electives 6.



PUPILS AT WORK IN SCHOOL GARDEN.

*Short Winter Course.*—For sometime there has been a demand for a short practical course. These requests come from two sources—teachers and farmers. At present it is impossible to serve both separately. A four-weeks' course is now arranged whereby teachers, prospective teachers, and the practical farmer can meet and participate in a study of problems of mutual interest. For the college year 1912-13, this course begins January 6, and ends January 31. Instruction will be given by those regularly employed as teachers in the State Normal College or University. The morning session will begin at 9:00 and close at 11:30; the afternoon session will begin at 12:30 and close at 3:00. No fee will be charged. This course is open to all without any entrance requirements. Features of general interest will be introduced but not scheduled. The following schedule suggests some of the topics for this course. Correspondence is solicited. The final arrangement of the work will be ready about October 1st.

#### TENTATIVE SCHEDULE OF LECTURES.

- January 6—Introductory address by President Ellis; Corn (Type and Testing); Types of Farm Animals; Address by Dean Williams; Corn Enemies; The Home.
- January 7—Corn Judging; Problems in Animal Production; Insect Studies; Domestic Science.
- January 8—Moisture Tests; Civic Biology; Meats; Problems in Animal Production.
- January 9—Problems in Animal Feeding; Fireless and Paper Bag Cookery; Orchard Diseases; Orcharding.
- January 10—Problems in Animal Feeding; Orchard Insects; Made-Over Dishes; Orcharding.

- January 11—Birds in Relation to the Farmer; Apple Judging; Breakfasts; Marketing Farm Animals.
- January 13—Care of the House; Horses—Farm Type; Soil Studies; The Quail.
- January 14—Invalid Cookery; Horse Feeding; Soil Studies; Poisonous Plants.
- January 15—Horse Judging; Soil Studies; Personal Hygiene; Animal Pests.
- January 16—Soil Studies; The Common Toad; Soups; Hog Culture.
- January 17—Farm Crops; Hog Judging; Bacteria in Relation to Country-Life; Vegetables.
- January 18—Cattle Feeding for Market; Farm Crops; Bacteria in Relation to Country-Life; Salads and Sandwiches.
- January 20—Bread Making; Cattle Feeding for Dairy; Farm Crops; Artificial Selection.
- January 21—Permanent Pasture; Clean Milk; Practical Cooking and Sewing; Cattle Judging.
- January 22—Cattle and Hogs; Milk Testing; Practical Cooking and Sewing; Home Garden.
- January 23—Sheep—Types and Feeding; Practical Sewing and Cooking; Hot Frames and Cold Frames; Garden Pests.
- January 24—Decoration of the House; Rural School Problems; School Garden; School Agriculture.
- January 25—Furnishing the House; The Small Farm; Rural School Problems; Tuberculosis in Cattle.
- January 27—The Large Farm; Home Economics; Rural Schools; Weeds.

- January 28—Farm Labor; Pastry; Rural Schools; Weeds.
- January 29—Farm Capital and Accounts; Pastry; Rural Schools; Forestry.
- January 30—Rural Schools; Bee Culture; Forestry; Home Sanitation.
- January 31—Bee Culture; Rural Schools; Foods and Food Adulteration; The New Agriculture.



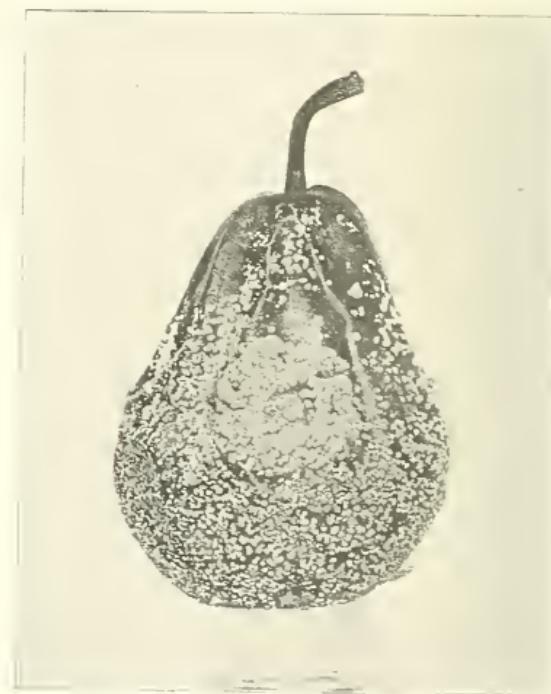
SOLDIERS' MONUMENT, OHIO UNIVERSITY  
CAMPUS.

## CIVIC BIOLOGY.

EIGHTEEN LECTURES.

W. A. MATHENY.

THE AIM of this course is to study some of those problems in plant and animal life that are of most importance.



BROWN ROT OF FRUIT GROWING ON A PEAR.

A very common fungus disease which does more damage to stone fruits than all other diseases combined.

viewed from the standpoint of human interest. We are accustomed to treat as trivial and unimportant many of the

living forces which are common in everyday life. No better instance can be cited than that of the familiar "House Fly" which modern scientific research has pronounced "the most dangerous animal on earth." The common rat in addition to being a carrier of disease does damage to the extent of millions of dollars annually. Further it is now known that the "ugly" toad, hated and despised by many, is one of the farmer's best friends. These will be given from the standpoint of the practical farmer.



THE OLD BEECH IN WINTER GARb.

## DOMESTIC SCIENCE AND THE ART OF HOME MAKING.

ANNA H. SCHURTZ, *Head of Department.*

EDNA H. CRUMP, *Assistant.*

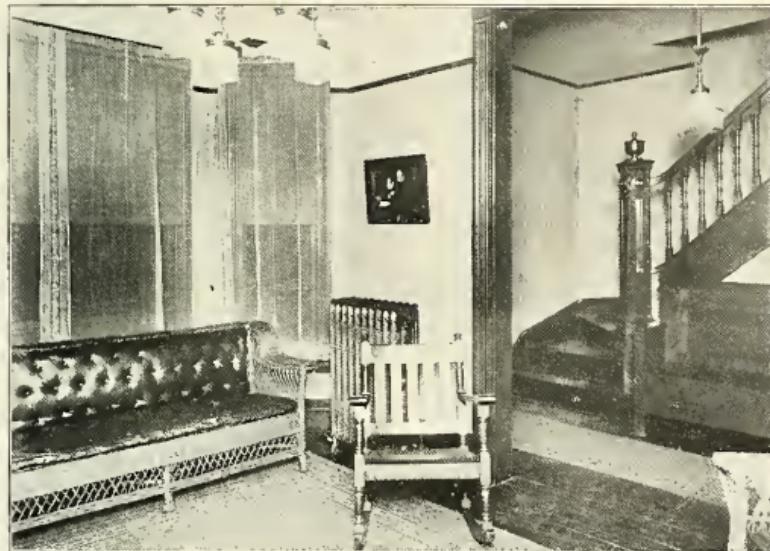
THE OBJECT of these few pages is to present to the reader the meaning of the term Home Economics, the reason for its entering into the curriculum of secondary schools, normal schools and colleges and to explain the work offered under that head.

*Home Economics*, domestic arts, household science and household arts are terms used to designate a study of the home and its care. To quote Mrs. Ellen H. Richards, who was at one time connected with the Massachusetts Institute of Technology and one of the well-known leaders of the home economics movement,—“Home Economics is the fourth “R” in education,—Reading, ‘Riting, ‘Rithmetic and Right-Living.”

*What Name?*—Among people who do not understand the work, the idea seems to be that domestic science, domestic economy, household science, home economics, and the like are but elaborate titles for cooking and sewing. In 1889, The Lake Placid Conference of Home Economics devoted its attention mainly to the selection of a suitable name to the group of subjects taught under such various titles. At that time Home Economics was agreed upon as a general descriptive term to cover this instruction in schools and colleges. Some years later the matter was again discussed and this suggestion made,—“That the group of subjects now variously taught under the name of domestic science and the like should be known as hand work in the elementary schools; domestic science in the high

schools; economics in normal schools and colleges; and euthenics in university and club work."

It was considered then that the adoption of this suggestion would assist not only in making clear the meaning of some of the names, but also in defining the different grades of work. The word euthenics means right living and this is what home economics aims directly and specifically to teach.



THE LIVING ROOM, DOMESTIC SCIENCE DEPARTMENT.

*The teaching of home economics* is spreading widely. In countless schools and colleges throughout the East, West and South, household economy is made a regular branch of instruction. The establishment of these departments has been brought about by a demand throughout the country for trained women to cope with the problems of everyday life and for trained teachers to instruct girls

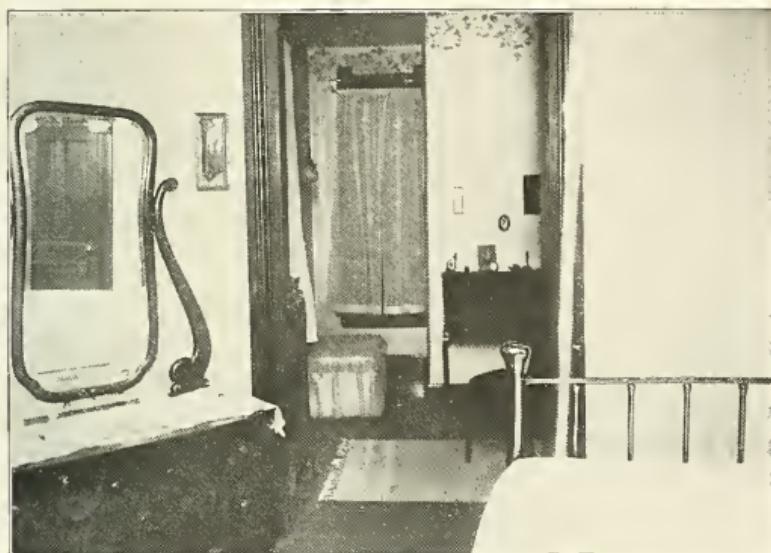
in subjects that will fit them for their future work in life, thus bringing about better social and economic conditions. It is the special teacher trained in this work who can reach the girl who may never be able to secure a high school education to say nothing of a normal or university and through her influence shape the home.

*The work of the School*—At this point the question may arise, why do we deem it necessary that these subjects be made a part of our school and college curriculum when formerly the home was considered the proper place for such instruction? Let us briefly compare the home, past and present. The time was when the home was not only a place of safety, a place in which to rear and educate, the young, but also the center of all industries pertaining to the home—the preparation of food, the spinning and weaving of cloth, the making of garments. As time advanced these industries were gradually removed from the home until at the present day, practically all that remains for the housewife is the care and cleaning of the home; the rearing of children and the cooking of foods. Since the advent of the factory system, the home has ceased to be the center of production.

*Why the Transition*—With this change many women and girls were lured from the monotony of housework to the labor of factories which afforded novelty and social intercourse. Others entered institutions of higher learning which about that time opened their doors to women. There was little interest in home affairs and in many extreme distaste for the so-called narrow life of women was aroused. The average housewife was looked upon with pity by her more learned sister and by the factory employee. She was thought to be leading a most stupid existence. The time had not yet come when the institutions of higher learn-

ing had established courses that gave women the new idea of the home as a social center and awakened their interest in the numerous subjects so closely bound up with the home. Now, it is with considerable pride that we view the colleges and schools that have established courses in Home Economics.

*Sarah Louise Arnold Quoted.*—It may be well to consider the object of teaching domestic science in public



MODEL BEDROOM, DOMESTIC SCIENCE DEPARTMENT,

schools, since this must be kept in mind in training the young women who may elect work in this department, since we are also training them to become future home-makers.

Sarah Louise Arnold, when at the head of Simmons College, one of the greatest women's colleges of this country, which prides itself on its splendid course in domestic

science, made this statement: "It is vitally important that a girl should early have her interest aroused in domestic affairs, should so to speak get her mind working that way. Then she will inevitably take notice of a host of household phenomena to which she has otherwise been blind. You expect her to forget some of the cookery facts you teach, just as she parts with her geography or her French, but she cannot rid herself of certain opened brain tracts, a certain quickening of the mind toward domestic concerns that will have their strong tendency in making the homemaker."

Maurice Le Bosquet, of the American School of Home Economics says, "The object from the educational standpoint is not to turn out accomplished cooks, it is to teach manual dexterity and principles."

There you have it from both of these recognized authorities, one a woman, the other a man, in clear unmistakable language. The girl is to be taught the arts and science of housekeeping in order that she may become a homemaker.

*What guarantees a Happy Home.*—More and more it is becoming recognized in this scientific age that a happy, successful home means two important factors, a husband who shall be a home provider, a successful bread winner; and a wife who shall have the training and necessary mental equipment and that both shall be trained as carefully, practically and scientifically as means, opportunities and station in life will permit. It is pretty generally agreed that, good and wholesome as was the life of our ancestors, it would scarcely meet the requirements of present-day life. The homemaker of to-day must not only be a better educated woman, a broader minded woman but her superior mental equipment must at least not unfit her for that station to which nature

has destined her, that of a happy, contented housewife and homemaker.

*It is not going far from the mark at any rate to hold that the average girl will eventually preside over a home of her own. There should go into her training for life, therefore, those factors that will tend to make her a homemaker in the best sense of the word. Not only must she have good health, but she must know how to induce and preserve physical strength and perfection. The time has passed when the moral and physical sides are neglected. Now we try to educate the whole child, his mind, his body and his soul, so that when the boy comes to manhood or the girl to womanhood, each may best find his or her place in life and fill it acceptably to self and to society, the boy to become a manly man, and the girl a womanly woman.*

*Familiarity with Tools.*—It has been proved beyond question that you cannot draft a boy's life away from manual labor and expect him to come to manhood with correct views of life, if he is to earn his living with his hands and stand in harmonious relations with the great working world or if he turns to the professions or to politics. Because of this, industrial education is made a part of the boy's education. Familiarity with tools and their uses induces him to respect manual labor and whatever his position in life may be he will be all the better man because of it. More slowly, but with equal certainty, the conviction has grown that what is good for the boy is good for the girl, until every up-to-date school includes domestic art and science in its course of study. The object primarily is to familiarize the girl with household cares and duties, to give her respect for them and ultimately a mental perspective of the home, its duties, its pleasures and its

possibilities that shall broaden, deepen and exalt her conception of it.

*Why the School Instead of the Home.*—But you say, why does not the home itself do this, who better than the mother can make of the daughter the ideal homemaker? It is not done in the average home. It is doubtful if it can be done there, and in the majority of cases the mother



A CORNER OF THE MAIN KITCHEN, DOMESTIC SCIENCE DEPARTMENT.

herself prefers that the school shall do it. Even among experienced housewives there is not sufficient knowledge of foods and their proper combinations. Few mothers of this age have any scientific preparation for housekeeping or have made a study of the economic relations of the home. A great many cannot themselves sew, to say nothing of teaching the child. Provided we admit that the mother is the child's best teacher in home economics, let

her not be the only one. Consider the splendid equipment in the schools, and the conveniences made possible; the national bureaus established to further the work in food study, hygiene and nutrition. Can the home hope to cope with these? It is competition that brings about progress and of that there would be little if the work were confined to the home.

Again, the girl has little inclination to learn at home. In the school work there is the element of novelty, the incentive of competition, the change from academic to laboratory work and the anticipation of repeating the result at home. In this way, the work is given a value that cannot be obtained elsewhere.

*What is the best Education* for girls and young women has long been a question. The demand for a course that will prepare a girl for her life work has gradually brought about the teaching of what may be called the homely subjects, cooking and sewing; and these, together with the branches that lead to a better understanding of the home, its duties and relations to society, have gradually crept into the public schools, normals and universities. The Young Women's Christian Associations have established courses for working girls, and women's clubs are doing much to further the work. The course of home training now being introduced into the public schools under the head of domestic science must necessarily in future years exert great influence in the country at large. People will come to realize that it is not merely a fad or a form of amusement, but a great sociological factor for good.

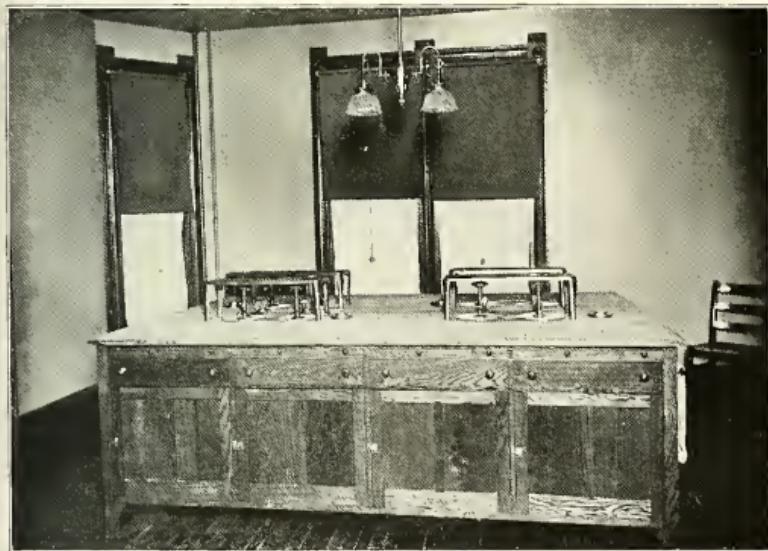
*This training* should begin as early as possible, not later than the age of eleven or twelve. At this age, girls are able to consider caretaking which is to be their work in life. They love responsibility and are inspired by it. They

enjoy work if properly directed. Give the girls a chance to develop normally, to care for things, to handle them, to build up according to their own devices. Again, if the habit of caretaking, of responsibility of the welfare of the home, of the daily doing of the thousand and one things which insure the well being of the household is essential to women, if the race is to be advanced as well as preserved, then let these grooves of habit be formed early in life. Then, too, it is the time when girls are most susceptible and take a like or dislike for this thing or that most readily. It is, perhaps, the most favorable time to arouse interest and create a real liking for such activities. Again, many girls never reach the high school and if they are to receive any real benefit they must get this instruction early in their course.

*Helen Sayr Gray*, in an article on "Domestic Science in Schools and Colleges" in the North American Review for August, 1909, says: "The effect of teaching household arts and science in public schools and of inspiring high ideals of home making are incalculable. The improvement of the home is one of the greatest moral reforms and the greatest social reform, because it will affect every home. In books of American history it will be characterized as the era of improved housekeeping and the teachers of it as twentieth century missionaries, spreading the gospel of hygiene. Simultaneous with the temperance movement that is sweeping the country is the spread of domestic science teaching. This instruction will begin in the primary grades and be supplemented with sufficient practice to produce skill. By the time girls are graduated from the high schools, they will have some knowledge of food values and combinations, of sanitation, of warming, lighting and ventilation of houses; they will know what methods are best to

use in doing housework; they will be able to sew, to make garments, to prepare means for daily meals and to cook simple, everyday dishes without rendering them innutritious. Girls thus trained will make their parents' homes more attractive and their own when they marry."

*False Notion Among Young Women.*—To this might be added,—and they will realize that manual labor connected with the home is not degrading, but if well done an



ONE OF THE KITCHENS, DOMESTIC SCIENCE DEPARTMENT.

accomplishment to be commended. What of the girl or woman who prides herself on a lack of knowledge as regards the home and its care, who shrugs her shoulders and smiles as she admits that she really knows absolutely nothing about housework: or, again, the one who absolutely cannot sew and does not intend to try? If domestic science were made a regular course in all our public schools and colleges

much of this senseless disdain for the essential knowledge of good living would certainly disappear. Is it unreasonable to hold, that while upon the woman depends so largely the expenditure of the income, the wise management of the home, the comfort of the inmates, she should have some special training for these duties? Think of the heart-aches, the discouragement and waste saved the girl thus trained; the homes made brighter, sweeter, more wholesome by reason of such equipment. A man who enters upon a calling for which he is untrained speedily finds his limitations, but how many women begin the work of home-making with absolutely no knowledge of what they are undertaking, doomed to fret and drudge in an occupation that should be a daily pleasure and a life-long inspiration, because totally unfitted for it.

*It is a common thing* to hear many doleful things about the decadence and passing of the home. This may seem to many a foolish cry, an ungrounded fear, but it can be met in no better way than by training our future wives and mothers in the science of home making, thru and in the people's school. Ignorance of household arts and sciences is evident in various ways, in the furnishings of the house, where the gaudy and unsubstantial hold forth, while the same and perhaps less money wisely expended would present a pleasant, cheerful effect, in the poorly prepared meals, the slip-shod way of doing housework; the stuffy rooms, the sickness that results from eating poorly cooked and sometimes spoiled food, ill ventilation, improper disposal of waste. Is it any wonder that the girl who sees that side of housework detests it? Such a condition is not living but existing.

*It is the public school and college* that can spread the teaching of household art and science more rapidly and

effectively than the home. Why should the teaching of household science be confined to the home when the home is not called upon to teach other sciences? A fundamental need of society is that its members be kept healthy and money be expended properly. A knowledge of the laws of health and finance is not acquired by chance or instinct. The art of home making and housekeeping are based on fundamental principles and these must be learned and practiced. Where else, if not in the public schools and colleges are the young people to come in contact with a higher standard of living? Domestic science and art as taught by no means meet with favor among all parents. Some are indifferent, others regard the movement with contempt. This feeling as a rule is due to lack of understanding of the work and what it undertakes to do.

*Too Easily Satisfied.*—Again, there are people so satisfied with their own crude efforts as to fancy they cannot be improved upon. However, there is little doubt that the public is deeply interested in industrial training as taught and advocated in the schools and higher institutions of learning, as witness the growing demand for information on the subject, and the eagerness with which it is discussed. If then this instruction is essential to prepare the girl for her life work as a homemaker and home director, she is entitled to the best and it should be remembered that however successful a woman may be in the business world, so much that she at times may crowd the man to keep pace with her, her native element is the home and, sooner or later, in the majority of cases, the home instincts will find voice.

*Value of Course in Home Economics to Elementary and Rural School Teachers.*—Growing out of the demand for trained teachers and supervisors in the public schools has come the establishment of classes in normal schools and

colleges for the training of competent instructors. Not only is such special equipment necessary for the special teacher, but it is also a great advantage to the teacher in the elementary schools, who by electing some of the subjects offered in domestic science and art courses, is better able to meet the requirements of the community in which she may be located. It is the teacher in the elementary schools who has, perhaps, the best opportunity to present the work in home economics. This can and should be closely related to the other subjects taught, and it is she who can best do this. Again, special teachers of such branches are not always at hand and if they are, how much better the results would be if the elementary teacher could have some knowledge of the subject, and work with the special teacher in unity and harmony. This knowledge also would be especially valuable to the rural school teacher.

*Agriculture and home economics* are certainly entitled to a place in the rural school course and the demand for them can no longer be refused. The teacher in these schools has splendid opportunity to relate and combine these additional subjects with those already required. Thus far the question of teaching household subjects in the schools has centered about the city and village girl. The country girl is about to receive the consideration and attention due her. For just as rural communities have felt the need of trained teachers in the common branches, so they are likewise beginning to feel the need of teachers competent to instruct in agriculture and home economics. Not only should the boy have a training and education that will fit him for his future life's work, which presumably will be spent amid rural surroundings, but the girl as well must be fitted for the same kind of life, for such she in all probability is destined to live. If the boy is to be so educated

that he may come to understand the great possibilities for a life of pleasure, profit and growing usefulness the future holds out to him in return for intelligent management of the farm in its various departments and activities, so should the girl, who is likely to be associated with him in the most intimate relations that life affords, be likewise fitted for her part. In the solution of rural problems, the wife's part is quite as important as the husband's.



THE SEWING ROOM, DOMESTIC SCIENCE DEPARTMENT.

*A plan for rural betterment*, therefore, whether it has to do with the school or with some special phase of rural activity must take into careful consideration the girl, the wife, the mother, else it can never hope to accomplish much. It must take into account home and homemaking. Improve the pursuits of agriculture as we may, make them attractive as possible, conserve the soil, double crop returns, strengthen

the farmer's political influence, double and treble the pecuniary returns of his calling, all this will contribute little in the end to make city life less and country life more attractive to rural dwellers, if we leave out of consideration the home, the family circle, and the social life of the community. These must keep pace with all the rest or all fail to advance materially.

*Any scheme of education*, therefore, that is to benefit rural life permanently must minimize its isolation, lessen its drudgery, make its attractions outweigh those of the city and village, must aim to fit the girl to meet responsibilities and contribute her share to the desired result. Obviously, then, she must be instructed in home making. She must know how to cook and sew and manage at a minimum outlay of time, effort and physical expenditure, even tho it may chance to be her exceptional lot to direct and not to labor. She must be intelligent, practical, know something of the elementary principles of sanitation, understand food values, the equipping and furnishing of the home and how to organize and direct the industries of the household.

*No training school*, therefore, that undertakes to fit young women to teach the ordinary subjects required in the public schools can well neglect to provide special courses for those who are preparing themselves to teach in rural communities.

In September, 1911, the department of Domestic Arts was opened in the State Normal College of Ohio University having as its object the training of young women as special teachers in this branch of work and, at the same time giving young women in other courses opportunity to elect work in the department. A house was purchased and fully equipped for carrying on the work. Sewing-rooms, kitchens, living room, dining room, and bed room

were arranged and completely furnished, affording conditions as nearly like those of the average home as possible.

### Diploma Course in Domestic Arts.

#### FIRST YEAR.

*First Semester.*—Psychology, 3; Chemistry, 3; Physiology and Sanitation, 2; Food Study, 2; Sewing I, 2; Cooking I, 2; Drawing, 1; Electives, 3.

*Second Semester.*—Principles of Education, 3; Chemistry, 3; Sewing II, 2; Cooking II, 2; Food Study, 2; Household Management, 3; Drawing, 1; Observation, 3.

#### SECOND YEAR.

*First Semester.*—Household and Food Chemistry, 3; History of Education, 3; Primary Handwork, 2; Sewing III, 2; Cooking III, 2; Home Nursing, Dietetics, 2; Textiles, 1; Drawing and Design, 2; Teaching, 3.

*Second Semester.*—Bacteriology, 4; School Management, 2; Sociology, 2; Elementary Agriculture, 3; Sewing IV, 2; Cooking IV, 2; History and Organization of Domestic Science and Art, 1; Teaching, 3.

#### EXPLANATIONS OF THE COURSES.

*Cooking.*—Two consecutive hours twice a week throughout the course. Credit two hours. Fee \$1.50 for each semester.

*Cooking I.*—This course consists of practical work in the preparation, cooking and serving of the following classes of foods: vegetables, cereals, fruits, starches, beverages, soups, candies, meats. Special attention is given to the prop-

er methods of work in the kitchen, to cleanliness, neatness and accuracy of work.

*Cooking II.*—Continuation of Cooking I. The subjects considered are meats, breads, batters and doughs. Practical work in marketing and in the preparation and serving of meals is given in combination with the work offered along that line in Household Management.

*Cooking III.*—Continuation of Cooking II. Practical work in canning and preserving, in cakes, pastries and the preparation and serving of foods for the sick and convalescent. Special stress is laid on the dainty and attractive service of foods prepared.

*Cooking IV.*—Continuation of Cooking III. Practical work in salads, sandwiches and chafing dish cookery, hot and cold desserts. Dishes of a more complicated nature are taken up in this course. Special attention is given to planning menus and formal service. Practical work is given in serving of breakfasts, luncheons or dinners.

*Food Study.*—This is a two-hour course throughout the year. This course includes the study of food principles, their source, composition and food value, also a brief study of digestion, digestive juices and action. Each food principle is studied as to composition, physical properties, influence on digestion, digestion in the various digestive organs, absorption, circulation, excretion and storage. A complete and systematic study is made of the various food stuffs as to source, composition, structure, digestibility, food value, manufacture, cost and preparation. The course consists of lecture and reference work. Food Study runs parallel with Cooking I. and II.

*Sewing.*—Two consecutive hours twice a week throughout the course. Credit, two hours. Fee \$1.50 each semester.

*Sewing I.*—This course includes the various stitches on canvas, hems and hemming, ruffles and bands, darning stockinet and cloth, patching, hemstitching, flannel work, buttonholes, sewing on of buttons, hooks and eyes, making of eyelets, seam, placket and gusset work, also models illustrating the use of embroideries and laces in white work and simple crocheting with yarn. Courses in sewing for elementary schools are considered and methods of presenting the work are discussed.

*Sewing II.*—For those in regular course model sewing a requirement. Students in other courses may elect this course.

This course includes both hand and machine sewing. The practical work covers the designing and drafting of patterns, cutting and making of a four-piece set of undergarments and the care and manipulation of machines and attachments as hemmer, gauge, tucker and ruffler.

Materials and trimmings suitable for undergarments, the comparative cost of each and amount necessary are considered.

*Sewing III.*—Requirement: Sewing II. The purpose of this course is to teach the principles of dressmaking, the taking of accurate measurements, the use of a drafting system by which patterns are designed and made, the designing of ordinary garments, the choosing and economical cutting of materials. The aim also is to develop neatness, accuracy and originality.

The practical work consists in the making of a tailored waist, tailored cotton shirt and cotton dress.

*Sewing IV.*—Requirements: Sewing II and III. This course is a continuation of Sewing III. It includes the making of a wo'en skirt and silk or wool waist. Both drafted and purchased patterns are used.

The last eight weeks of the semester are given to art needlework. Darning, applique, cross-stitch, dots, eyelet and French embroidery are included in this course.

*Textiles*.—This is a one-hour course throughout the first semester. A study is made of primitive life in its relations to the arts and industries, and the development of weaving and spinning. The various fibers, cotton, flax, silk and wool are studied with respect to manufacture, price and adaption to use.

*Household Management*.—This is a three-hour course throughout the second semester. In this course are considered the problems of house administration with reference to structure, sanitation, furnishing, methods of cleaning, business management of the household, namely, division of income, household accounts, including daily and weekly schedule, division of labor, domestic service, social, industrial and ethical relations of the home. Practical work is given in the care of the home, marketing and planning and serving of meals. Lectures on laundry work are given in this course. The laboratory work consists of practical work according to methods presented in class. The equipping and care of the laundry are considered.

*Home Nursing*.—This is a two-hour course for the first nine weeks of the first semester. The aim of this course is to teach the care of the sick in the home, to enable one to assist intelligently in the sick room and to handle emergencies in the home and elsewhere. It includes the location, care, furnishing and ventilation of the sick room; the care of the patient as to feeding, bathing and dressing, application of poultices and bandaging. Text: *Practical Nursing*, by Maxwell and Pope.

*Diets*.—This is a two-hour course for the last week of the first semester. This course deals with the nutritive

value, digestibility and cost of various foods. Dietaries for persons of different ages, under different conditions and engaged in various occupations are computed. Requirement: Food Study.

*History and Organization of Domestic Science and Art.* —One hour course throughout the second semester. The origin and growth of domestic science and art, their place in the school curriculum, the correlation of domestic science and art work with other subjects taught in the public schools, the planning of a course of study and its adaptation to conditions existing, equipment and cost, the presentation of the work and methods of teaching are discussed.

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#### DISCUSSION OF BRANCHES INCLUDED IN COURSE OF STUDY.

As a teacher of home economics, a young woman must know not only how to sew and cook, but how to guard health, and this calls for a knowledge of sanitation and physiology. A knowledge of bacteriology and dietetics is necessary also and these require a working acquaintance with physics and chemistry. Again psychology, ethics and child study are useful in understanding the mental and moral growth of those whom she is to guide and teach, and a course in economics and sociology will be of untold benefit in this connection. These are closely related with the study of home economics and their value cannot be over-estimated, whether the young woman is to be trained as a special teacher or to become simply a homemaker. Educational theory is necessary that she may understand the growth of education, correlation of subjects, etc.

*This course* as outlined is designed to fit those pursuing it to teach in the elementary schools. While it is

recognized that a knowledge of the theory of the subject is essential to those who are preparing themselves for this work, it emphasizes, also, the practical side as very important. Practical work is given in both cooking and sewing, sufficient to make the young woman skillful in her work and give her a good foundation for instructing others. To teach sewing and cooking, the instructor must know thoroughly the details of both; must herself be able to cook.



THE DINING ROOM, DOMESTIC SCIENCE DEPARTMENT.

and sew well, must know how to interest the pupil in these subjects by impressing her with their utility and practicability. The teacher's preparation, therefore, should have for its main object a well grounded knowledge of the subjects, skill in applying and imparting this knowledge, and the power to arouse responsive and creative interest.

*At various periods* during this two-year course the

young women are assigned to the care of the house and to the preparation of meals. In this way opportunity is given to put into practice the theory of marketing, of cooking and sewing, and to study and apply the elementary principles of accounting. Thus also is taught variety of combination in food materials, the economy of time and effort that follow the careful planning of work, the preliminary arranging of dishes and material for serving that the prepared food may come to the table in the best possible condition. This supplements, enforces and makes very practical the regular class work, where but one or two dishes can be prepared at one time. It also at times affords the student considerable freedom of effort, enforces responsibility and shows the results of carelessness and inaccuracy.

This course in home economics or domestic arts as given in the Normal College is elective for all who wish to take it, but compulsory for all who intend to specialize. Entrance requirements are fifteen units of secondary work. Fees to partially cover cost of materials are charged.

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#### SPECIAL COURSE OFFERED IN SUMMER TERM.

*Model Sewing.*—Two consecutive hours five times a week throughout term. Fee \$1.00. For description of course see Sewing I, regular course.

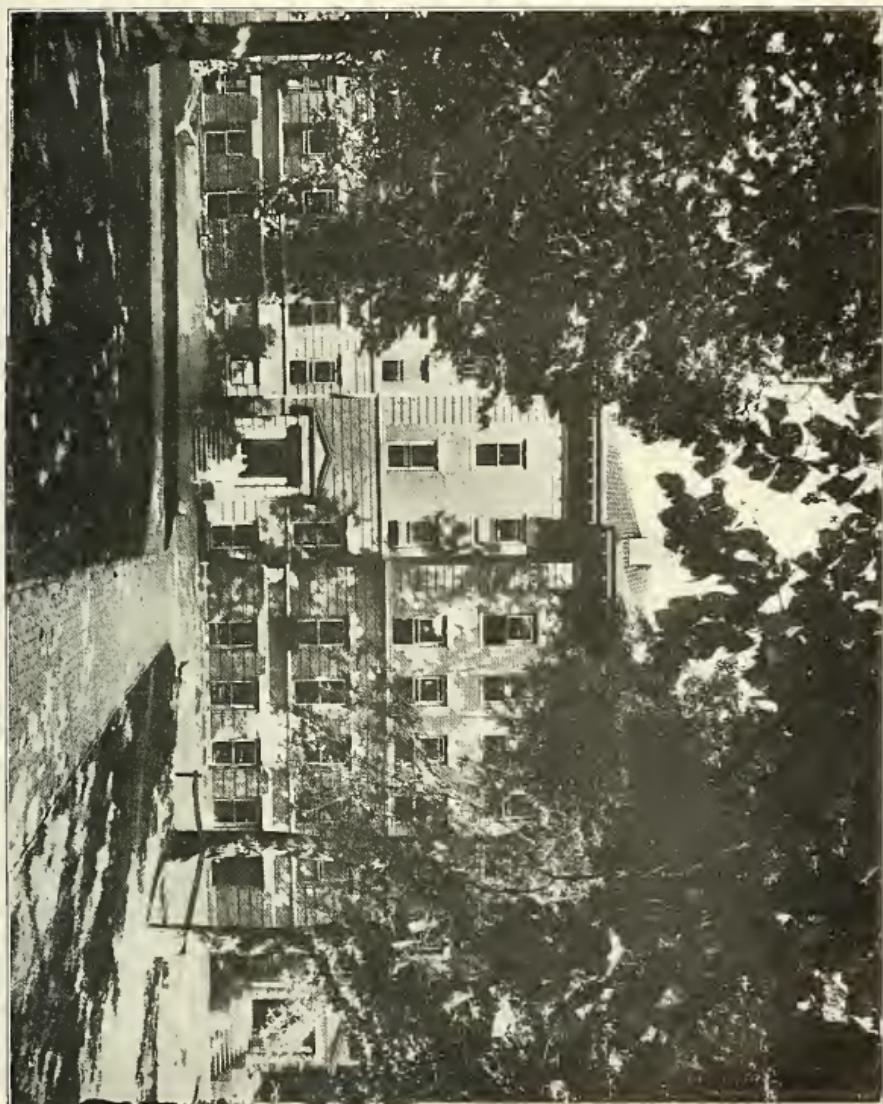
*Plain Sewing.*—Two consecutive hours five times a week throughout term. Fee \$1.00. For description of course see Sewing II regular course.

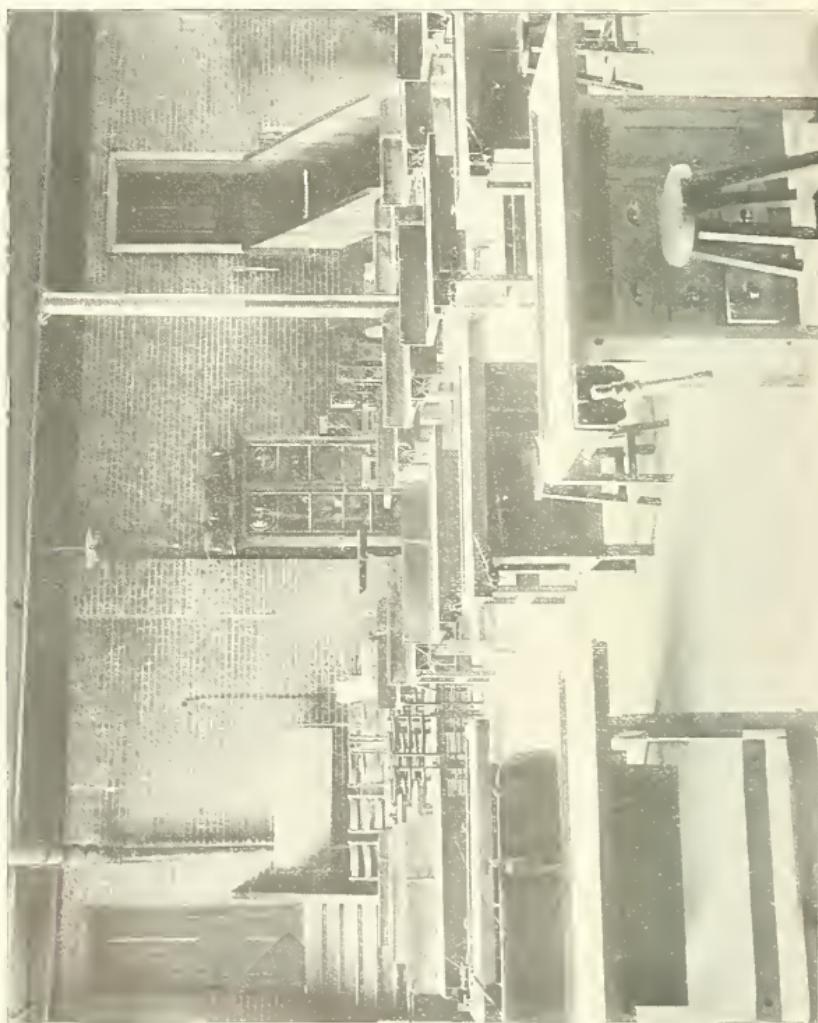
*Art Needlework.*—One hour course throughout term. This course includes work in the different kinds of art needlework, as hemstitching, darning, applique, cross stitch, dots, eyelet and French embroidery.

*Cooking.*—Two consecutive hours four times a week throughout the term. Fee \$2.00. This course includes twenty-four lessons planned to acquaint the student with the fundamental principles of cooking. The food value, and cost of each class of foods are considered. Special attention is given to attractive service of each dish prepared and its place in the menu. The practical work is supplemented with brief talks on suitable combinations of foods, on table appointments and service and care of the dining room. Application of the work is made in the serving of a luncheon or breakfast to six.



CARNEGIE LIBRARY.





SOME EQUIPMENT IN MANUAL TRAINING.

## MANUAL TRAINING.

GEORGE E. McLAUGHLIN,  
C. O. WILLIAMSON, }  
} *Instructors.*

THE INTEREST shown in hand work in the public schools of today is sufficient evidence that this form of education is founded on sound and lasting principles. It has withstood the aggressive opposition of educators of the past and now comes forward with the demand that there be found a place in the school curriculum for this form of education.

A course in Manual Training was established in the State Normal College in the fall of 1911 in compliance with the earnest demand for teachers of this subject from all parts of the state.

The work offered is of such a nature that it is not only for those who expect to teach this work, but it is of inestimable value to any teacher or student. It gives one a broader outlook toward the future needs of our educational system and leads one to believe that we must have something that is suited to the needs of our average pupils, aside from the more purely cultural studies.

MANUAL TRAINING has three distinct phases which should insure it a place in every well-balanced curriculum. First, its educational value; second, its industrial value; third, its art value.

Psychologists tell us that man is developed and cultured not only from without but much more by what he puts out and unfolds from himself, and so we need other modes of expressing ourselves besides language, writing, and drawing, and only when we think of Manual Training as a means of expression do we begin to realize its educational value.

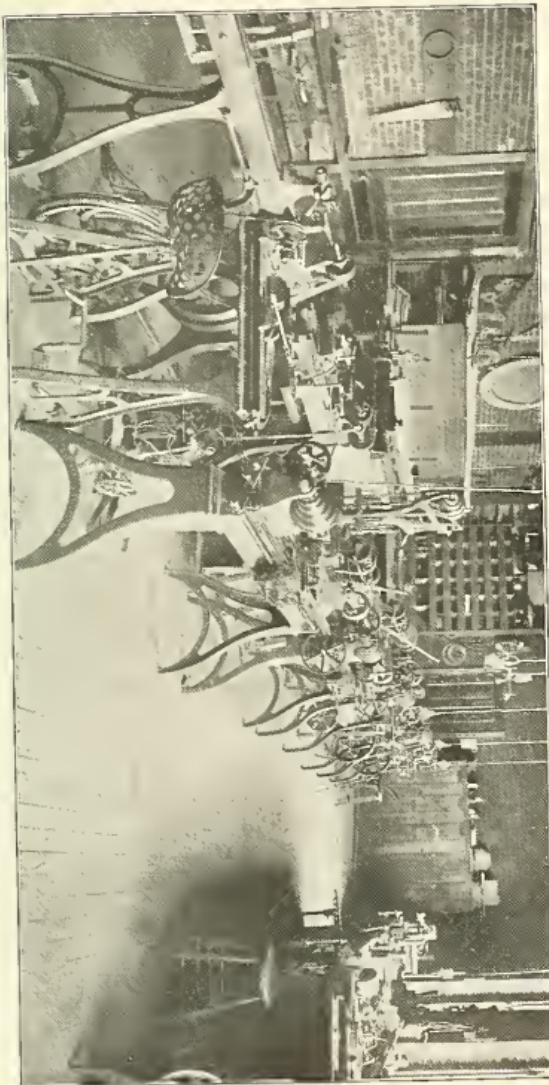
The industrial value of Manual Training lies largely in bringing the pupils in touch with the world's works, not that it will make artisans of all or any pupils, but will help to create an interest and appreciation of labor and labor processes.

It also creates an added interest in school work, and it in this way enables us to hold the young boy in school longer, and at the same time he is gaining some positive knowledge of trade work, which will enable him to decide more wisely for himself just what line of work he wants to follow, when he starts out into the world.

It should not be the aim to place the value of industrial arts in school above that of the fine arts. Someone has defined art as "A fine way of doing things," and so the most homely processes may be elevated into the realm of fine art. Manual Training teaches, as no other subject can, simplicity and truth; the student sees his ideas assume concrete form, often to his disappointment and by comparison of the more finished product of others. He gradually acquires a discriminating taste for practical things. He demands the true and good, not only in furniture, pictures, vases, and statuary, pleasing effect of colors, etc., but in every thing else around him.

The words Manual Training, as used in this pamphlet, include the following: All forms of hand-work as taught in the public schools, from the kindergarten to the sixth or seventh grades, and the work generally done by boys only, in the seventh and eighth grades, and in the high school. It includes such subjects as, Paper cutting and folding, Clay Modeling, Weaving, Basketry, Raffia Work, Cold Metal Work, Sloyd, Woodwork, Forging, Pattern Making, Foundry Practice, and Machine Shop.

MANUAL TRAINING is as certain to become a required



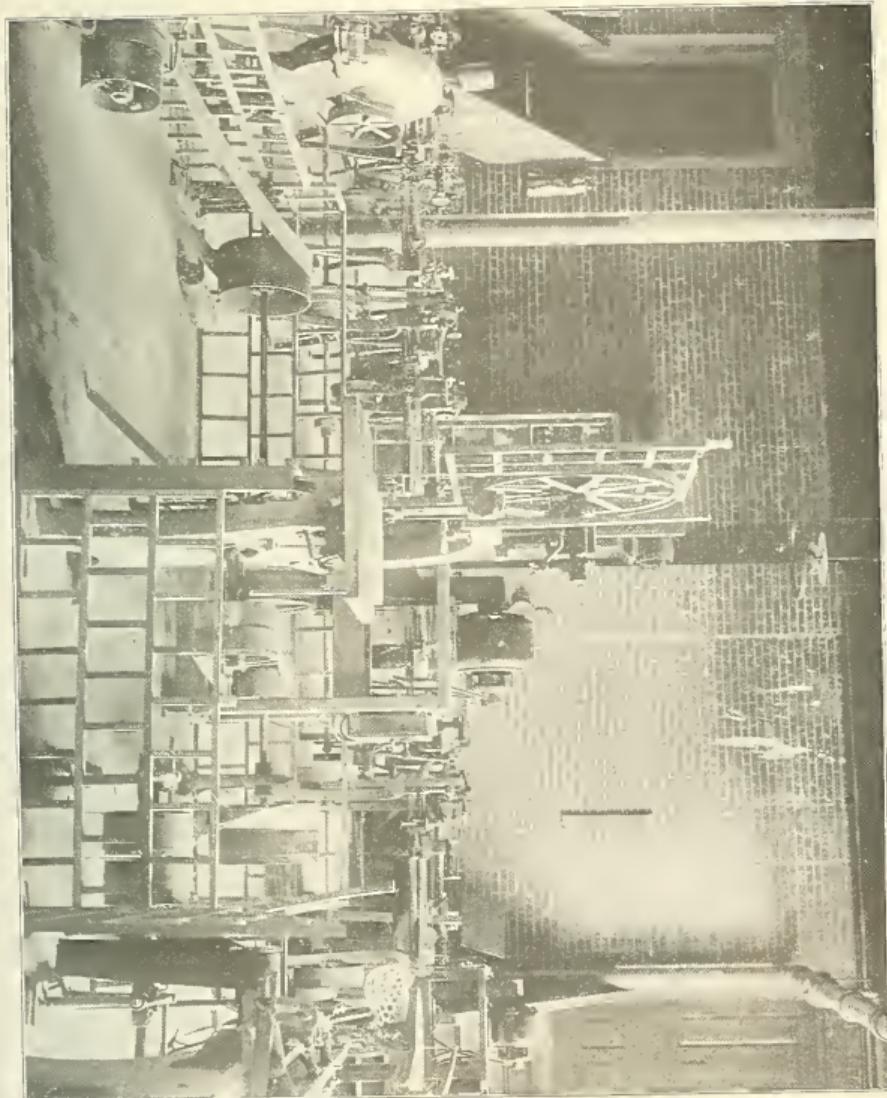
INTERIOR VIEW OF WOOD-WORKING SHOP.

part of the school work in all grades as reading is certain to remain a required part. It is, therefore, not a question of the value of Manual Training, for that battle has already been fought and won, but it is now a question of how to introduce the work, and questions like the following are being asked: Should Manual Training be introduced into all the grades? Who should supervise and teach the Manual Training? What will be the expense of introducing Manual Training? How shall we find time for Manual Training in an already overcrowded curriculum? These and many other questions are being continually asked by superintendents, principals, and teachers. They are being answered by educators in a variety of ways, but all arrive at the same conclusion, that in some way the work must be included in our courses of study.

Should it be introduced into all the grades? If possible it should be introduced into all grades, even though the amount of instruction and equipment be very limited, for if it is to accomplish its mission the pupil should begin with the earliest form of hand work, "when the hand is most susceptible to training," and continue by gradual stages through the grades and the high school.

What should be the character of Manual Training work in the different schools? In the first place the work should appeal to the pupil, fit the school environment, and be suited to the temperament and ability of pupils, rather than follow any hard and fast rule year after year, regardless of the change of pupils from year to year.

Who shall supervise and teach Manual Training? Of course where possible there should be a special teacher, occupying a special room with necessary equipment, but it is not wise or necessary to wait for the special teacher before commencing the work. The regular grade teacher by giving



the subject some study and special preparation by attending a six weeks' summer school, could care for the work in her room, on a small scale, which would be better than not to attempt to start the work until a special teacher and equipment may be secured. If there is more than one room, this teacher could help others after the work is once started and there will be no trouble in showing the board of education the real value of the training, after which the special teacher and equipment may be supplied.

What will be the expense of introducing Manual Training into the schools? The cost of introducing it will of necessity depend on the extent of equipment and extent of work, from a few dollars for a school of one room to several hundred dollars for a ward or city school. There are a number of instances where Manual Training has been introduced into rural schools, where the expense has not been more than \$25, and good results are being obtained. The following is an average of some of the results obtained in schools where Manual Training has been carried on for a number of years:

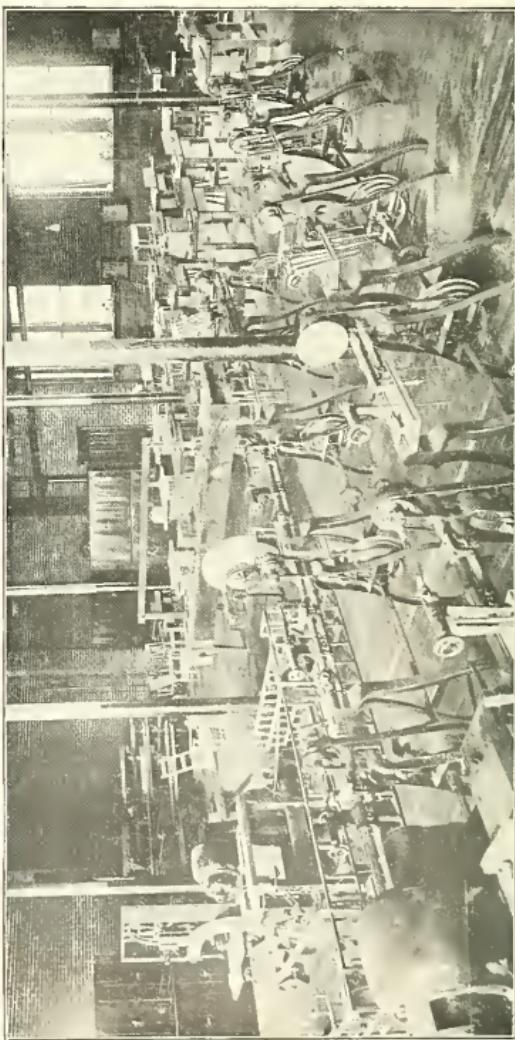
Cost of equipment for class of 30 in paper cutting.....	\$13 69
Cost of maintenance including material, per pupil.....	06
Equipment for elementary sewing, cord work, basketry and weaving, class of 30.....	27 00
Cost of maintenance per pupil for a term.....	20
Equipment for knife work, class of 30.....	41 81
General tools for same.....	11 00
Cost of bench.....	6 00
Cost of maintenance for pupil per term.....	10
Equipment for bench wood work, class of 24.....	
Individual tools .....	4 06
General tools .....	4 86
Cost per pupil.....	16 90
Cost of maintenance for year, in wood work, per pupil from 27 cents in Los Angeles to \$2.35 in Chicago.	

The lowest and highest are taken from a number of cities.

How shall we find time for Manual Training? The first objection is that our curriculum is already overcrowded with not time for anything new. This objection is best answered by the results shown in schools where the work is being carried on. You will notice the children very much interested and hurrying through with their work so as to be ready to go to their hand work the minute the bell rings, or the boy is ready for the shop. There is no lagging along to this class but very often he prefers to take the time of recess or noon to work in the shop, to gain additional practice in this work.

The shops of the Manual Training department of the State Normal College, occupy two large rooms on the lower floor of Ewing Hall. The wood working room is 60 by 60 feet, well lighted and well suited for our needs. The equipment consists of 20 individual benches fitted with quick acting vises, and each with its necessary individual tools, so that it is rarely necessary for a pupil to leave his bench while class is in session. Also a large number of general tools, in cases and racks on walls, or on large general bench; one large gluing and staining table built by students; one 12-inch circular rip and cut-off saw; one 12-inch jointer with safety guard; one 30-inch grind stone. All driven from common counter shaft, which in turn is driven by a five horse-power motor. Ten by twenty-six inch speed lathes for wood turning driven by a five horse-power motor, shafting underneath lathes, thus eliminating dangers of belting.

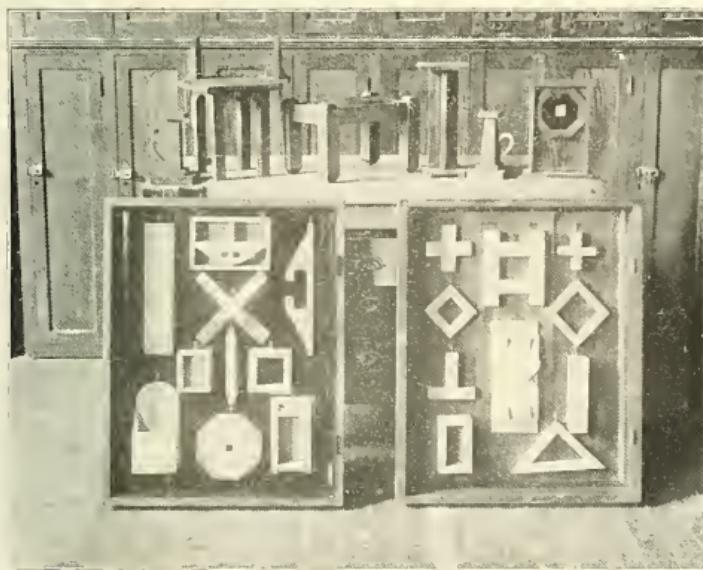
One universal wood trimmer, miter saws, and sufficient wood clamps for glue work. Benches for hammered metal work and equipment. Cases for displaying finished work,



INTERIOR VIEW OF THE METAL-WORKING SHOP.

lace lumber rack for storing lumber, and sufficient lockers for each student.

The metal working shop is a room 20 by 50 feet well lighted and well suited for our needs. It contains the following machinery: five thirteen inch engine lathes, one power hack saw, one twelve inch force drill, emery grinder, drilling lathe, benches fitted with vises for filing and chip-



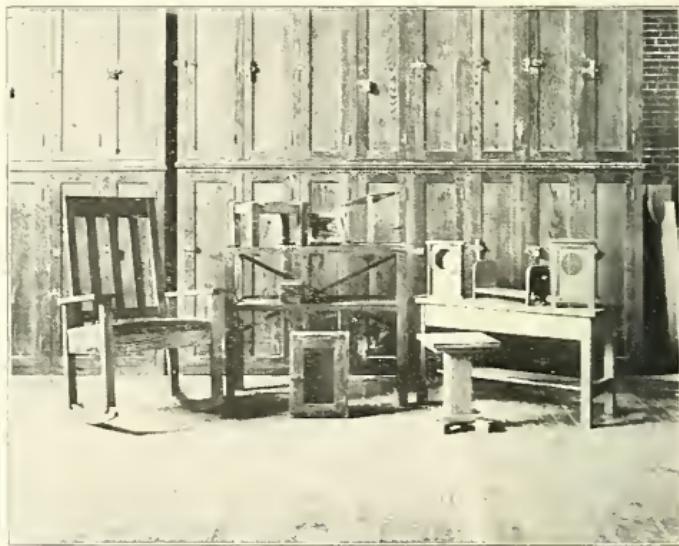
TRAINING SCHOOL WORK—SEVENTH AND EIGHTH GRADES.

ping, dies for pipe cutting and fitting. All machines are motor driven from counter shaft on floor thus eliminating dangerous belting.

#### COURSES OF STUDY.

**DESCRIPTION OF COURSES.**—The following is a brief outline of the nature of the major portion of the courses taught in this department.

1. *Elementary Wood Work*, (4 hours), laboratory (6 hours), class 1 hour per week. This work consists of the more simple processes of tool work, use of knife, try square, plane, saw and hammer, the soft woods being used. The models followed will be those generally used in the 6th and 7th grades. In class the study of tools and woods will be taken up.



CABINET MAKING AND ELEMENTARY WOOD-WORK.

2. *Bench Work*, two hours, laboratory four hours per week. This work includes the hard woods and the more difficult tool processes. All work will be from models, and will consist of small pieces, such as clock case, filing box, double frame, book rack or candle stick holder; special attention being given to gluing, fitting, sanding and rubbing.
3. *Joinery*, two hours, laboratory four hours per week.

Elementary wood-work, by Selden, will be used as a laboratory guide. Work will consist in making the different joints both in soft and hard wood, special attention being given to neatness and accuracy. The latter part of the term will be given to the application of these joints.

4. *Wood Finishing*, laboratory three hours, class one hour.

This course deals with the different processes of finishing woods, both the theory and the practice. The following methods are studied: Stains, water, acid, and oils, fillers, whiting plaster of paris and silex, shellac, wax finish, varnish, rubbing, sanding, polishing, refining, care of brushes and case of containers for stains and varnishes.

5. *Wood Turning*, laboratory four hours per week. Exercises in turning given to familiarize the student with wood turning tools, and lathe operations. Each piece bringing a new tool manipulation. These exercises are applied in the making of finished articles in hard wood. The course includes care of lathe and tools, turning between centers, straight taper, curves and beads, bringing in the use of skew chisel gauge, parting tool and scraping tool, face place and chuck turning, sand papering and polishing.

6. *Pattern Making*, laboratory three hours, class one hour. This course is designed to give a preliminary study of pattern making and foundry practice. Number of smaller patterns are made and finished ready for moulding. Special attention is given to shrinkage, finishing and core work.

7. *Cabinet Making*, laboratory four hours. This course is open for those who have had courses two and three or equivalent. The work consists of designing, making drawings and blue prints, and working from blue prints, at least three different pieces of furniture, one of which must

be of difficult construction. The student is expected to get out all stock using the shop equipment. Elementary Cabinet Work by Selden, will be used as a laboratory guide.

8. *Machine Shop*, three hours, laboratory six hours per week. Bench and machine tool work is given to teach some of the fundamental operations of the modern machine shops, and to indicate a method of conducting this work in



CABINET MAKING.

the public schools. The work includes bench work, chipping and filing, lathe work, straight and taper turning, thread cutting, face plate work, chucking, inside turning, eccentric work, and polishing, boring, drilling, shaper work, grinding of tools, and drills, care of lathes, belts and shafting.

9 *History and Organization of Manual Training* two hours. A study of the educational conditions that lead to

the Manual Training movement and its development. Part of the work is outside reading with written reports and part is lectures and open discussion of problems that arise in the organizing of the work.

10. *Designing*, two hours. The work consists in designing models suitable for grade and high school work, special attention being given to proportion. Laying out tentative courses for school work and discussing problems that may arise in the carrying out of these courses.

11. *Manual Training in the Training School*.—Wood-work is required of the boys attending the seventh and eighth grades of the Normal College Training School. There will be two lessons a week of one hour each.

Teachers taking the Manual Training Course have the special advantage of observing the work under a special instructor. Also during their second year they will be required to do practice teaching in wood work.



EWING HALL.



## UNIVERSITY CALENDAR, 1912-1913

### FIRST SEMESTER

Monday, September 9.....	Registration of Students,
Tuesday, September 10.....	Recitations Begin.
Wednesday noon, November 27.....	Thanksgiving Recess Begins.
Monday noon, December 2.....	Thanksgiving Recess Ends.
Friday, December 20.....	Holiday Recess Begins.
Monday, January 6.....	Holiday Recess Ends.
Friday, January 31.....	First Semester Ends.

### SECOND SEMESTER

Monday, February 3.....	Registration of Students.
Tuesday, February 4.....	Recitations Begin.
Friday noon, March 21.....	Easter Vacation Begins.
Monday noon, March 31.....	Easter Vacation Ends.
Friday, May 30.....	Holiday...
Thursday, June 19.....	Commencement Day and the Close of the Second Semester.

### SUMMER SCHOOL

Monday, June 23.....	Registration of Students.
Tuesday, June 24.....	Recitations Begin.
Friday, July 4.....	Holiday.
Friday, August 1.....	Close of Summer School.

## UNIVERSITY CALENDAR, 1913-1914

### FIRST SEMESTER

Monday, September 8.....	Registration of Students.
Tuesday, September 9.....	Registrations Begin.
Wednesday noon, November 26.....	Thanksgiving Recess Begins.
Monday noon, December 1.....	Thanksgiving Recess Ends.
Friday, December 19.....	Holiday Recess Begins.
Monday, January 5.....	Holiday Recess Ends.
Friday, January 30.....	First Semester Ends.

### SECOND SEMESTER

Monday, February 2.....	Registration of Students.
Tuesday, February 3.....	Recitations Begin.
Friday noon, April 10.....	Easter Vacation Begins.
Monday noon, April 20.....	Easter Vacation Ends.
Thursday noon, June 18.....	Commencement Day and the Close of the Second Semester.

### SUMMER SCHOOL

Monday, June 22.....	Registration of Students.
Tuesday, June 23.....	Recitations Begin.
Friday, July 31.....	Close of Summer School.

# **Ohio University and The State Normal College**

**Athens, Ohio**

including

## **A. The College of Liberal Arts**

1. Courses and Degrees.
  - a. Liberal Arts Course, A. B. Degree.
  - b. Scientific Course, B. S. Degree.
2. Departments.
  - a. Engineering Departments, Civil and Electrical.
  - b. School of Commerce, Commercial College.
  - c. Department of Music, College of Music.
  - d. Department of Public Speaking, School of Oratory.
  - e. Art Department.

## **B. The State Normal College**

1. Courses and Degrees.
  - a. Normal Preparatory Course.
  - b. Course in Elementary Education, Diploma.
  - c. Course for Secondary Teachers, B. S. in Education.
  - d. Course for Principals and Superintendents, B. S. in Education.
  - e. Course for College Graduates, B. S. in Education.
2. Departments.
  - a. The State Training School.
  - b. The State Preparatory School.
  - c. The Kindergarten Department, Diploma.
  - d. Public-School Music Department, Diploma.
  - e. Public-School Art Department, Diploma.
  - f. Rural Training Department, Certificate or Diploma.
  - g. Domestic Science, Manual Training, and Agricultural Departments, Diploma in each.

*Facts to be Remembered:* Ohio University was established in 1804 by an act of the Ohio Legislature. The State Normal College was added in 1902, by an act of the Ohio Legislature. The Faculty consists of 80 members. Students enrolled within the past year, 1,832.

*Expenses:* No tuition; Registration fee of \$9.00 a semester or \$18.00 a year; good board and furnished room cost only \$3.50 to \$3.75 per week.

*Athens:* A beautiful, healthful city with good homes, pure water, prosperous churches, and no saloons.

*Further Information:* For general information about the work of the University, and for a complete catalogue, write to Alston Ellis, President Ohio University.

For further information concerning courses in the College of Liberal Arts, write to Edwin W. Chubb, Dean College of Liberal Arts.

For information concerning courses in the State Normal College, write to Henry G. Williams, Dean State Normal College.